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## ABSTRACT

This inservice teacher education packet focuses on teacher expectations, student motivation, learning modalities, planning for instruction, classroom organization, and management strategies. Following a section on implementation of strategies, an overview gives the trainer a quick overview of the entire packet. The overview is laid out in a matrix that describes the number of each activity, the time needed to carry out all of the activities in each section, the purposes of each section, and the contents of each section. Each activity direction sheet is formatted in the same way, with the activity number and name at the top of the sheet and a matrix that offers: the time necessary to carry out the activity, the purpose of the activity, the setting for the activity, and materials needed. The remainder of each activity direction sheet is divided into two columns. The left side of the page lists actions which the trainer should take to carry out the activity and necessary materials. On the right side of the page, the trainer is given a more complete explanation of how to carry out the activity. Handouts and transparencies are included. (SM)

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# Classroom Management

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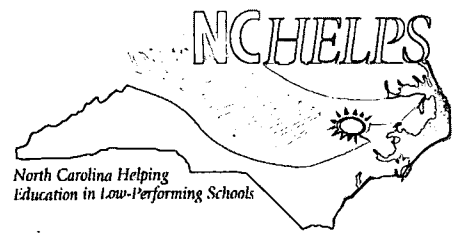
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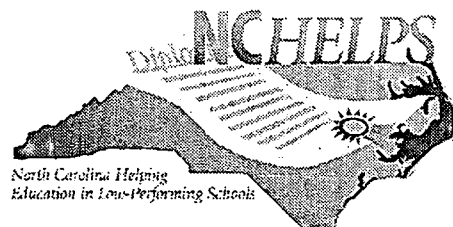
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# Classroom Management



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## Implementation Suggestions

**What skill level does a trainer need to deliver this skill packet?**

Trainers delivering this skill packet, *Classroom Management*, need moderate to high trainer skills. Some of the activities require the ability to read a group and adapt activities based on the group's reactions to an activity. Other activities require trainers to be comfortable with processing (i.e., synthesizing, analyzing) the outcomes with participants.

**How can a trainer prepare to deliver this skill packet?**

To prepare to deliver this skill packet, a trainer should read and become thoroughly familiar with any materials participants are expected to read as part of activities and the documents listed in the bibliography at the end of the skill packet.

Additionally, the trainer should review any activities being used in the skill packet to make sure that s/he is thoroughly familiar with the "flow" of the parts of the activity and comfortable with leading participants through the activity.

Next, a trainer should prepare handouts and transparencies to be used in the skill packet.

Finally, a trainer should prepare the training room, taking care to provide participants with as many creature comforts as possible.

**What tips are there for working with adults?**

The following statements about adults as learners are taken from the article by Fred H. Wood and Steven R. Thompson, "Assumptions about Staff Development Based on Research and Best Practice."

Adult Learner Characteristics	Staff Development Implications
Adults will commit to learning when the goals and objectives are considered realistic and important to them.	Staff Development should address areas that educators believe are important and have immediate application in the "real world."
Adults will learn, retain, and use what they perceive is relevant to their personal and professional needs.	Staff development must enable teachers and administrators to see the relationship between what they are learning and their day-to-day activities and problems.
Adult learning is ego involved; asking an educator to learn and implement new professional behaviors may promote a more or less positive view of self.	Staff development should be structured to provide support from peers and reduce the fear of judgment during learning.
Adults need to see the results of their efforts and have feedback on how well they are doing.	Staff development should provide opportunities for educators to try out what they are learning and receive structured, helpful feedback.

<b>Adult Learner Characteristics</b>	<b>Staff Development Implications</b>
Adults are much more concrete in the way they operate than formerly thought.	Educators should have an opportunity for directed, concrete experiences in which they apply what they are learning in a real or simulated work setting.
Adults who participate in small groups are more likely to move their learning beyond understanding to application, analysis, synthesis, and evaluation.	Staff development ought to include learning in small groups in which teachers and administrators have an opportunity to share, reflect, and generalize from their learning and experiences.
Adults come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies.	Staff development must accommodate this diversity in terms of needs, knowledge, readiness to learn, etc.
Adults want to be the origin of their own learning and will resist learning situations that they believe are an attack on their competence.	Staff development needs to give educators some control over the what, who, how, why, when, and where of their learning.
Because the transfer of learning is not automatic for adults, it must be planned for and facilitated.	Coaching and other kinds of follow-up support are needed to help educators transfer learning into daily practice.

### **What are some training tips?**

- Select the most comfortable site for training with comfortable chairs, tables, good lighting, adjustable heat or air conditioning, adjacent rest rooms, etc.
- Use the best audio-visual equipment that is available.
- Have music available to use before the session, during breaks, at lunch, etc.
- Have a roll sheet for participants to sign in each day.
- Have participants make name tags.
- Have individually wrapped pieces of candy on each table for snacking.
- Place materials in folders.
- Have as many activities as possible posted on walls prior to the start of the session in which they will be used.
- Have a bell or "popper" to use as a signal during activities.
- Have supplementary materials on display for review by participants.
- Have extra materials and business cards available for participants to take as they wish.
- Start each new session with a warm up activity.
- Start on time; finish on time; take breaks as indicated.
- Keep pace appropriate to activities. Do not pressure, but not lag.

- Keep atmosphere friendly, helpful, open, and humorous.
- Re-group table groups occasionally so that participants work new people.
- Do energizers from time to time as energy lags—just before lunch, after lunch, in the afternoon after a day-long session. For example, dance the “hokey-pokey”; do sit-down exercises; do deep breathing exercises.
- Observe constantly to gauge the level of participants’ involvement. Try to involve everyone in discussion by having various tasks for table group participants to perform (e.g., reporter, recorder, time keeper, facilitator).

### How should this skill packet be delivered?

For an in-depth coverage of the information in this skill packet, trainers should deliver the activities in brief sessions spread out over a span of time (e.g., several weeks or months).

Also, warm-up activities, supplemental activities, homework assignments and keeping a journal can be added to enrich the basic content of the packet.

Participants may determine that some of the topics covered in the skill packet deserve further study. In their study, they may want to use some of the following types of activities:

- journal clubs,
- study groups,
- structured classroom observations with debriefing sessions,
- structured visitations with debriefing sessions,
- workshops with application in the classroom, and
- development of pacing guides, instructional materials, or curriculum guides.

In summary, for the best effect, the activities in this skill packet should be spread over time with provision for **reflection, application, and synthesis** built into the delivery schedule.

### How should the training room be set up?

The training room should be set up so that all participants are as comfortable as possible and can see and hear everything that they need to participate in the activities. The trainer needs a table for activity sheets, transparencies, materials, and equipment; a refreshment table; a materials display table; and a small table set up near the entrance for agendas, name tags, and roll sheets.



# Organization of Materials

**How are the materials in the skill packet organized?**

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The activities in the entire skill packet are described in a Packet Overview. Then the activities in this skill packet are arranged sequentially and described on individual activity direction sheets.

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**How is the Packet Overview to be used?**

The Packet Overview gives a trainer a **quick overview** of the entire skill packet. The Packet Overview is laid out in a matrix similar to the one at the top of each activity direction sheet. In this way, a trainer has a ready-reference to the entire skill package:

- the number of each activity,
  - the time needed to carry out all of the activities in each section,
  - the purposes of each section, and
  - the content of each section.
- 

**How are the activity direction sheets formatted?**

Each activity direction sheet is formatted the same way. Centered at the top of the page, the activity number and name are listed. Following the activity number and name is a matrix giving

- the time necessary to carry out the activity,
- the purpose(s) of the activity,
- the setting for the activity (e.g., individual, small group, triads), and
- the materials and equipment needed for the activity.

The remainder of each activity direction sheet is divided into two columns. On the **left side of the page** in bold letters are listed the actions which the trainer should do to carry out the activity. Also listed on the left side are the equipment and materials as they are needed **sequentially** in the activity. On the **right side of the page**, the trainer is given a more complete explanation as to how the activity is to be carried out.

## Packet Overview: Classroom Management

SECTION	TIME	PURPOSE	CONTENT
I Teacher Expectations	2 hours	Identify relationships between high expectations for student learning, behavior and success  Examine teacher behaviors that result in on-task student behaviors and increased learning	Analyze research on teacher behavior and student achievement  Conduct a self-audit of teacher expectations  Explore strategies for high expectation
II Student Motivation	1 1/2 hours	Develop motivational strategies	Explore and define meaning of motivation  Develop strategies
III Learning Modalities	2 1/4 hours	Learn the four modality preferences  Analyze ways to accommodate modalities in the classroom	Assess one's own modality preference  Select preferred instructional strategies  Identify painful learning environments
IV Planning for Instruction	2 hours	Analyze lesson plans for effectiveness and student success  Differentiate instruction to accommodate student needs and modalities  Design effective lessons using a variety of lesson plan formats	Discuss own perceptions of the planning process  Analyze and discuss a variety of lesson plans  Develop lesson plans for use in the classroom
V Classroom Organization	2 1/2 hours	Determine agreed-upon roles, routines, procedures, and expectations	Explore the need for classroom organization  Discuss impact of routines and procedures in the classroom  Develop classroom procedures
VI Management Strategies	2 3/4 hours	Develop a plan for effective classroom management  Apply effective management strategies	Compare student-centered and traditional classroom management strategies  Expand knowledge of classroom strategies

# OUTCOMES

At the end of this skill packet, participants will be able to demonstrate effective classroom management practices.

Participants will be able to:

- identify relationships between high expectations for student learning, behavior, and success
- identify teacher behaviors that result in on-task student behaviors and increased learning
- develop motivational strategies
- identify the four modality preferences
- analyze lesson plans for effectiveness and student success
- differentiate instruction to accommodate student needs and individual modality preferences
- design effective lessons using a variety of lesson plan formats
- determine agreed-upon roles, routines, procedures, and expectations for all students
- develop a plan for effective classroom management
- apply effective management strategies

# **Section I: Teacher Expectations**

## SECTION I: ACTIVITY 1

TIME	PURPOSE	SETTING	MATERIALS
60 minutes	<ul style="list-style-type: none"> <li>To consider the relationship between high expectations for learning and behavior and student success</li> <li>To examine teacher behaviors that result in on-task student behaviors and increased learning</li> </ul>	Whole group Pairs	Introductory transparencies Overhead projector Trainer notes "Teacher Behavior and Student Achievement" research summary "Star Teacher of Children in Poverty" abstract Highlighters Questions transparency

### Introduce the topic

Transparencies

Use *The TRUTH About Teachers* transparency and the "Students tend to learn..." transparency to introduce the topic of high expectations.

### Conduct a mini-lecture

Trainer notes

Use trainer notes to lead a mini-lecture on the importance of high expectations.

### Assign reading

Two readings  
Highlighter

Distribute the two readings, the "Teacher Behavior and Student Achievement" research summary and the "Star Teacher of Children in Poverty" abstract, to each participant. Ask them to read, highlight, and make notes in the margins as appropriate.

### Facilitate discussion

Questions transparency

Place the questions transparency on the overhead projector. Ask teachers to pair with a partner and discuss the answers to the questions as well as other points of interest they found in the readings. After small group discussion, invite pairs to share any points that especially stood out during their partner exchange. Summarize.

## Section I: Activity 1

### Notes: High Expectations

#### Major concepts

There is a vital link between the professionalism of teachers, the expectations they have for student work and behavior, and the success of students.

High expectations must be maintained for each and every student. Each student should be expected to behave and to learn. This is non-negotiable.

Each student should feel that the teacher views him/her as a person capable of behaving well and learning much and deserving of opportunities to do so. Students frequently mirror the feelings of significant adults.

Professionals believe in their ability to educate all students, accept this as their goal, and judge their success by the success of their students.

Professionals design instruction so that students are challenged and actively engaged in learning. The result is much on-task behavior with students involved in and challenged by classroom activities.

Professionals are adept at building an interdependent community of learners where classroom management is based on self-management and mutual respect.

There is much research to support the idea that teachers who have high expectations for and accept responsibility for the success of all students have successful students and few discipline concerns.

## Section I: Activity 1 Transparency

### The TRUTH About Teachers

**“Only 22 percent of the general population have a college degree, but all teachers have one. We are an intelligent group of people.”**

**“The teaching profession is the ONLY profession in which over half of its members have voluntary advanced degrees. As of 1989, some 51.4 percent of the teachers had degrees beyond the bachelor’s degree. Teachers are the intellectual elite of America.”**

**“Every tenured teacher has a teaching credential. Teachers are an intelligent, certified, licensed, and competent group of people.”**

*The First Days of School* by Wong and Wong

## Section I: Activity 1 Transparency

*“Students tend to learn as little or as much as their teachers expect. Teachers who set and communicate high expectations to all their students obtain greater academic performance from these students than teachers who set low expectations.”*

*What Works: Research About Teaching and Learning*  
U.S. Department of Education



## Section I: Activity 1 Handout

### RESEARCH SUMMARY on Teacher Behavior and Student Achievement

It has been only in roughly the last twenty years that research has existed in the field of education which makes clear that employing certain teaching methods consistently produces better results than others. This body of research relates the processes that occur in a classroom (especially teacher behaviors like enthusiasm and clarity) to student achievement. Brophy and Good are leaders in this type of research. Significant findings are related below.

**Factors which consistently impact upon student success are: teacher expectations, opportunity to learn, classroom management and organization, instructional pacing, active teaching, teaching to mastery, and a supportive learning environment.**

**Key factors in student success:**

*Teacher expectations:* Teachers whose classes are very successful expect their students to learn and behave. They exhibit high expectations for the success of all students, believing that all students can learn. Further, they believe that they can teach all students and accept this as their responsibility. If students are not successful when one approach is used, these teachers do not blame the students, they merely try another technique.

*Opportunity to learn:* Teachers of successful students view time as a valuable resource. They spend maximum amounts of the school day involving students with academics. They use all of the available time for learning.

*Classroom management and organization:* Student achievement is higher in classes where little time is wasted. Teachers who organize their learning environments, using routines and procedures to minimize misbehavior and time lost in transitions, have increased student achievement. Teachers who employ effective group management techniques and keep students engaged in learning have successful students.

*Instructional pacing:* Teachers who move through the curriculum at a brisk pace but break down learning into smaller, more manageable "bites" produce increased learning among students.

*Active teaching:* Teachers whose students gain in achievement are busy with the job at hand. They actively instruct, demonstrate, guide participatory activities, explain, review, and reteach. They do not rely on the curriculum materials to do so. They do it themselves, focusing on a mixture of facts, skills, concepts, and understandings.

*Teaching to mastery:* Teachers of high achieving students follow active teaching with opportunities for students to not only practice but also apply new skills. They monitor progress and provide important feedback and reteaching, as necessary.

*A supportive learning environment:* Teachers of students who demonstrate high achievement are focused on learning while clearly showing students that they care. These teachers are enthusiastic, supportive, pleasant and friendly to all students.

based on research by Brophy and Good  
adapted from *School and Classroom Organization*, edited by Slavin

## Section I: Activity 1

### Handout (1)

#### EFFECTIVE SCHOOLS RESEARCH ABSTRACTS 1995-96 SERIES Vol. 10 No. 6

**TOPIC:** - Effective Instruction

**CITATION:** Haberman, Martin, *Star Teacher of Children in Poverty* (West Lafayette, IN: Kappa Delta Pi, 1995).

#### What Did the Researcher Do?

Many educators are concerned about the failure of reform efforts to produce recognizable achievement gains for students considered "difficult to teach," a category which includes many of the nation's poor and minority pupils. Demographers predict that the numbers of these students will continue to rise, eventually comprising a significant portion of the work force, which will have a dramatic impact on the quality of life that we all enjoy.

Few studies have focused exclusively on what happens between teachers and students as the most significant variable impacting the quality of classroom instruction. Martin Haberman directly focuses improvement efforts on what it takes to successfully teach "children in poverty from diverse cultural backgrounds." (p. 1)

Identifying successful teachers of these students as *star teachers*, Haberman delineates what these teachers do compared to their less successful peers (called *failures and quitters*). He derives his conclusions from personally interviewing and observing urban teachers all over the United States for 35 years.

#### What Did the Researcher Find?

The researcher identifies a set of behaviors that stars report *not doing*, and notes that their views on these topics appear to "be contrary to what many teachers do, or seem to believe." (p. 3)

**Discipline:** Star teachers do not view discipline as a separate condition that must be established *before* they can begin teaching. Failures and quitters tend to view discipline as "an issue separate from teaching." (p. 5)

**Punishment:** "Star teachers do not engage in corporal punishment, even where legal and sanctioned." (p. 6)

**Homework:** Homework is not dull or repetitive drill in star teachers' classrooms. Instead, assignments are often planned with the children as a result of a class activity, and encourage successful, independent work. Unsuccessful teachers, in contrast, inadvertently hold "uncooperative parents responsible for not teaching the same lessons the teacher has been unable to teach during school hours." (p. 10)

**Parent Bashing:** "Star teachers do not blame parents." (p. 11) They use personal information about their students' family background to help their students learn more. Failures and quitters use

## Section I: Activity 1

### Handout (2)

what they find out to prove “that they cannot be held accountable for teaching children from such backgrounds.” (p. 12)

**Tests and Grading:** “Star teachers spend as little time as possible on tests and grading.” (p. 12) They prefer portfolios and authentic assessment of student work.

**Time on Task:** “Stars do not use direct instruction as their primary method and, therefore, do not see their role as monitoring students’ time on task.” (p. 13) They prefer to “use some variation of the project method” (p. 13) as their dominant strategy.

**Rewards and Reinforcements:** Stars reject behavior modification as an ineffective method for producing intrinsically motivated lifelong learners; therefore, they do not rely on rewards to coerce students into learning.

Haberman expands our understanding of what makes stars successful with children in poverty by describing 15 functions that comprise the ideology upon which stars build consistent practice:

- **Persistence---** Stars believe the daily work of the teacher consists of continually seeking ways to involve students in meaningful classroom activities until **every** child is successful.
- **Protecting Learners and Learning---** Because children in poverty are less likely to see examples of adults who are avid learners outside of school, stars believe it is essential for teachers to model the joy that they personally find in learning.
- **Putting Ideas into Practice---** The ability to “transform theory into practice, i.e., to turn an abstract generalization into a specific set of classroom activities for children is a vital function performed by stars.” (p. 42)
- **Approach to “At-Risk Children”---** Quitters and failures justify their ineffectiveness with children in poverty by “blaming the victim and not holding schools and themselves even partly responsible for children’s failure.” (p. 53) When asked about possible ways to improve learning for children, stars “focus on their role as teachers.” (p. 53)
- **Professional-Personal Orientation to Students---** Stars relate to their students, “but do not intrude into their life space and do not use their relationship to resolve any of their own unmet emotional needs.” (p. 60)
- **The Care and Feeding of the Bureaucracy---** Stars recognize that “the organizational press of a defective bureaucracy is an inevitable source of constant stress.” (p. 65) They protect themselves and their children by determining which policies must be obeyed and learning how to ignore what is not essential.
- **Fallibility---** Stars believe it is the “nature of life in the classroom for mistakes to be a recurrent and typical condition.” (p. 73) Mistakes are accepted and, on occasion, used to create teachable moments.
- **Emotional and Physical Stamina---** Stars demonstrate “a joy of teaching,” (p. 73) and are able to practice this behavior consistently without succumbing to burnout.

## Section I: Activity 1

### Handout (3)

- **Organizational Ability---** Star teachers have exceptional managerial skills. "Teaching in this way requires a high degree of 'with-itness,' or sensing as well as directly seeing what is going on in the classroom." (p. 73)
- **Effort--- Not Ability---** Stars create classrooms where effort is emphasized and notions of native ability are de-emphasized.
- **Teaching--- Not Sorting---** Stars believe that teachers are there "because children need instruction" (p.82) and "they not only accept responsibility for teaching, but also for making their lessons relevant to students' lives and of interest to them." (p. 82)
- **Convincing Students, "I Need you Here"---** Stars "consciously create opportunities to demonstrate to the students that 'this is your class, your work, your effort.'" (p. 84)
- **You and Me Against the Material---** Stars use coaching as their dominant teaching model and convince children that, by working **together**, they will be able to master difficult material.
- **Gentle Teaching in a Violent Society---** Stars "see their jobs as helping to create safe havens where, for a part of every day, the madness of violence will not intrude and their children will experience freedom from fear." (p. 91)
- **When Teachers Face Themselves---** Stars personally confront and analyze the nature of their own prejudices and strive for improvement; quitters and failures often deny the possibility that they could be prejudiced.

#### What Are Possible Implications for School Improvement?

The most outstanding quality star teachers exhibit is that they "live what they believe." (p. 93) Haberman proposes credentialing teachers based not only on grades and test scores, but also on manifestations of many of the star teacher beliefs outlined in this book. Sadly, he points out that "it is now possible to write to any of the 50 state departments of education, stating, 'I don't believe black children can ever be taught as much as white children' and still receive a teacher's license, provided one has completed the required coursework and passed a basic skills test." (p. 92) As a democratic nation and civilized society, we must not tolerate this. Haberman has demonstrated "how to change the world." (p. xi) We must now act on his advice.

---Judy Wilson Stevens

## SECTION I: ACTIVITY 2

TIME	PURPOSE	SETTING	MATERIALS
60 minutes	<ul style="list-style-type: none"> <li>To increase participants' awareness of expectations conveyed</li> <li>To expand participants' use of high expectations techniques</li> </ul>	Individual Whole group	Subtle Signals Self-Audit Individual statement sheets Highlighters Trainer notes

### Introduce activity

Tell participants that, although there is great value in time for reflection, it is something in short supply in the field of education. Review the important point that subtle messages teachers send to students have much to do with everyone's success.

### Establish reflective time for self-audit completion

Self-audit

Distribute the self-audit. Allow participants time to privately consider the degree to which they send the signals of high expectations for learning and behavior to all students. As you ask participants to complete this survey, make clear that it is for their eyes only, that they won't be asked to discuss any of the items that they select, and that they can mark more than one response if they please. Ask that they use this quiet time for reflection.

### Facilitate sharing

Individual statement charts

While participants are working on the self-audit, post the individual statement charts up around the room. As participants complete the self-audit, ask them to write their name under any statement for which they have an effective subtle signal technique that they have used and found successful. Have each participant sign under at least one statement, encouraging more. When everyone has completed the self-audit and had time for reflection, begin by calling on participants to share techniques for addressing the first statement. Continue until all eleven have been discussed. Include suggestions from the trainer notes as appropriate. Have participants record ideas as others share.

### Plan implementation

Highlighters

Provide a highlighter for each participant. Ask each person to highlight three new techniques that s/he will use to send the signals of high expectations for all.

**Section I: Activity 2**  
**Chart (1)**

*I seat students based on where they need to be in the classroom for them to be successful.*

## Section I: Activity 2 Chart (2)

*I give much attention to each student in learning situations.*

**Section I: Activity 2**  
**Chart (3)**

*I call on all students equally to answer questions or take part in discussions.*



## Section I: Activity 2

### Chart (4)

*I allow equal wait time for all students when called on.*

**Section I: Activity 2**  
**Chart (5)**

*I provide sustaining feedback for students  
when initial attempts are incorrect.*

## Section I: Activity 2

### Chart (6)

*I do not criticize students for incorrect answers.*

**Section I: Activity 2**  
**Chart (7)**

*I praise students regularly for correct responses.*

**Section I: Activity 2**  
**Chart (8)**

*I do not accept marginal or inadequate responses from students.*

**Section I: Activity 2**  
**Chart (9)**

*I provide students with accurate, frequent, and detailed feedback.*

**Section I: Activity 2**  
**Chart (10)**

*I require consistent effort and quality work  
from students.*

**Section I: Activity 2**  
**Chart (11)**

*I do not interrupt the performance of students  
as they engage in tasks.*



## Section I: Activity 2

### Notes: Teacher Expectations (1)

1. I seat students based on where they need to be in the classroom for them to be successful.
  - Avoid the tendency to seat capable and responsive students in a “T,” across the front and down the center of the class.
  - Have a few unassigned “outlying” seats for students who demonstrate a need to have a separate work space **FOR THE DAY**. These seats should not be permanently assigned. Students will not learn how to work as a part of a group if they are permanently assigned to the fringes of the classroom and do not have an opportunity to interact. Simply ask ANY student who is not interacting well with others to relocate to a private seat for the day.
  - Use random seating arrangements, especially near the beginning of the year. For example, use two partial decks of cards. Place cards from one deck at each desk. As you greet students at the door, hand each a card from the second deck. They are to take a seat where they find a match for their card!
2. I give much attention to each student in learning situations.
  - Ask a colleague to drop by and review your interaction with students, or, for a real eye opener, videotape yourself. Although the thought is not always appealing, knowing that you will be the only one reviewing the tape should help reduce anxiety. It provides an excellent opportunity to see yourself from the students’ perspective. Just set the camera up on a tripod and let it run!
  - Call students **AT RANDOM** when they are absent or greet them at the door upon their return with statements like, “I’m so glad you’re back! I missed you!” Don’t save this for just the teacher pleasers. Some students have never had those types of remarks directed toward them before!
3. I call on all students equally to answer questions or take part in discussions.
  - Teachers have a tendency to call on certain students to answer lower-level questions because they are eager for all students to experience success. The unintended effect can be that of sending signals of lower expectations and limiting opportunities for inductive and deductive thinking.
  - Sign up for professional development that focuses on questioning techniques, or read the latest literature. Hone your questioning skills so that most of your questions have multiple answers and require complex thinking.
  - Until asking higher-level questions becomes routine, write questions in your plans.
  - Call on one student and have that student call upon the next, with the stipulation being that it cannot be someone who has already answered a question.
  - Develop a mental system similar to moves on a chess board, such as over one and up two. Go about the classroom systematically calling on whoever is in that seat.
  - Use tongue depressors in a can with each having a student’s name on it. Have one student pull a stick from the can every time a question is asked. The student whose name appears on the stick is to answer the question and pull the next stick.

## Section I: Activity 2

### Notes: Teacher Expectations (2)

4. I allow equal wait time for students when called on.
  - Use a watch with a second hand and time yourself.
  - Use a response system with cards and a procedure such as, "Listen---Think---Show your response."
5. I provide sustaining feedback for students when initial attempts are incorrect.
  - Don't let a student off the hook! Stick with that student until s/he understands.
  - Rephrase the question for any student that needs it.
  - Provide a prompt, like relating the question to something from the previous day.
  - Add a clue and ask the same student again.
  - Clarify the incorrect response and ask again, such as, "No,  $1/4 = 25\%$ . I am asking you for the fractional equivalent of 20%."
6. I do not criticize students for incorrect responses.
  - Focus on the response, not the student.
  - Keep comments business-like and helpful.
7. I praise students regularly for correct responses.
  - We all feel good when we get a pat on the back. Make sure all of your students hear positive remarks from you by keeping a little check list with the name of each student. Put a check mark by each name when you say something especially complimentary about the student. Make certain that each student's name has been checked off by the end of the week.
  - Call the home of several students each week to say positive things to that parent about their child. Keep a log and rotate through your entire class.
  - Send home a "refrigerator note" praising the student. Even older students appreciate this if done privately.
8. I do not accept marginal or inadequate responses from students.
  - Develop a classroom policy of mastery learning. Require all students who have not demonstrated mastery to take part in extended opportunities to learn, such as after school tutoring one day a week.
  - Require students to take a retest if they score below 80%; devise a system of interventions that they must complete prior to retesting.
  - Use contracts where each student commits to a certain standard of work in order to earn an "A", "B", or "C."
  - Design a rubric with students prior to the beginning of a unit of work so that everyone is involved in the establishment of clear expectations.

## **Section I: Activity 2**

### **Notes: Teacher Expectations (3)**

9. I provide students with accurate, frequent, and detailed feedback.

- Plan to have major assignments due in parts so that they can be returned promptly.
- Be selective. If you do not feel that an assignment warrants written feedback, do not assign it.
- Institute peer editing to provide students with feedback, while reducing the amount of your editorial feedback and allowing you to concentrate on substance.

10. I require consistent effort and quality work from students.

- Use class rubrics and minimum standards.
- Have students self-assess their effort and quality.

11. I do not interrupt the performance of students as they engage in tasks.

- Establish standards of respect and tolerance in your room.
- Count to five before speaking.
- Teach students self-help skills such as putting a “blank” in the place of an unknown word and reading to the end of the sentence to use context clues as an aid in decoding.

## Section I: Activity 2 Handout

### Subtle Signals Self-Audit

1. I seat students based on where they need to be in the classroom for them to be successful.  
Some students    Most students    All students    I need to work on this.
2. I give much attention to each student in learning situations (smiling, eye contact).  
Some students    Most students    All students    I need to work on this.
3. I call on all students equally to answer questions or take part in discussions.  
Some students    Most students    All students    I need to work on this.
4. I allow equal wait time for students when called on.  
Some students    Most students    All students    I need to work on this.
5. I provide sustaining feedback for students when initial attempts are incorrect.  
Some students    Most students    All students    I need to work on this.
6. I do not criticize students for incorrect responses.  
Some students    Most students    All students    I need to work on this.
7. I praise students regularly for correct responses.  
Some students    Most students    All students    I need to work on this.
8. I do not accept marginal or inadequate responses from students.  
Some students    Most students    All students    I need to work on this.
9. I provide students with accurate, frequent and detailed feedback.  
Some students    Most students    All students    I need to work on this.
10. I require consistent effort and quality work from students.  
Some students    Most students    All students    I need to work on this.
11. I do not interrupt the performance of students as they engage in tasks.  
Some students    Most students    All students    I need to work on this.

designed from Brophy and Good research in  
*Teacher Expectations* edited by Duesk

## **Section II: Student Motivation**

## SECTION II: ACTIVITY 3

TIME	PURPOSE	SETTING	MATERIALS
30 Minutes	<ul style="list-style-type: none"> <li>To address issues of motivation</li> </ul>	Individual Whole Group	Blank transparencies Transparency markers Trainer Notes Chart paper Masking tape

### Introduce Activity

Tell participants that motivation is important in the management of students in the classroom. Ask participants to reflect and discuss with a partner, an activity they have recently completed and the role motivation played in completing that activity. Allow 5 minutes for reflection and discussion.

Have table groups select a recorder and a reporter. Ask participants to share their experiences. The recorder will make a list of words or phrases that come to mind when thinking about motivation. Allow 10 minutes for this part of the activity.

Blank Transparencies  
Transparency Markers  
Chart Paper  
Magic Markers  
Masking Tape

Ask each table's reporter to share important concepts from their group's work. Record these words and phrases on an overhead for the whole group. Ask each table to compile a group definition of **motivation**, using the words and phrases generated on the transparency. Record the group's definition on chart paper and post around the room. Allow 10 minutes for group sharing and posting. Monitor until all groups have completed the task. Have each reporter present their group's definition.

### Summarize

Have the reporter from each table group present the group's definition. Use information from the trainer notes to add items to the definition and information on motivation if needed. Tell participants to keep the definitions in mind as they work through the remaining activities.

## Section II: Activity 3

### Notes: Motivation

According to various sources, motivation is a psychological force that stimulates an individual to attempt independently in a focused and persistent manner, to solve a problem or master a skill or task which is at least moderately challenging; to master a task independent of adult direction; persistence in mastering a task even when difficulties arise; selection of a task that is neither extremely easy nor extremely difficult. Levels of persistence are indicators of motivation, as are autonomy and independence.

Motivation can be classified as either *intrinsic* or *extrinsic*.

**Intrinsic motivation** appears to arise from within a person. It is characterized by internal standards such as how much one has learned, how much one has improved, or how hard one has tried. Intrinsically motivated students believe that effort is necessary for success or improvement; therefore, they increase their effort when they experience difficulty to develop and apply skills to achieve success. They tend to take on more challenging tasks, persist on tasks longer, handle failure better, and use better learning strategies. They prefer challenging tasks to easier ones because they can learn from them. They are more likely to seek help that allows them to continue working on their own. They will ask for hints, examples, or information rather than the answer.

**Extrinsic motivation** arises from outside a person and is characterized by external indicators such as grades, parental approval, peer approval, trophies, or other rewards that imply high ability. Students who are extrinsically motivated are not likely to increase effort when they experience difficulty because the implication would be a low ability if they do poorly or fail. They are focused on their ability to perform or get the right answer or complete the assignment. They show poor recall of information when the learning tasks require deeper levels of future use, they use more superficial learning strategies such as memorization or rehearsing information to be reproduced for a test or a similar product. Often an extrinsically motivated student concerned about his performance will view learning as a means to an end: a good grade or other reward. He may begin to think that performance is due to innate intelligence or lack of it, which in turn leads to an assumption that there is not any use in trying harder next time. They are less likely to improve and more likely to avoid difficult tasks in order to escape negative evaluation. When one thinks more about performance, one tends to think less about what one is doing and more about how one appears to others. Overuse of extrinsic motivators seems to undermine students' interest in and ability to take responsibility for their own learning. It also may create fear and anxiety.

Motivation is often assumed to be intrinsic but also appears to be affected by transactions between children and their parents/caregivers/teachers, those who are highly directive may encourage children to be efficient responders but not effective initiators. In contrast, those who provide a range of challenges and support children's autonomy have children who display high levels of motivation.

- Cognitively advanced preschoolers are not necessarily highly motivated.
- Correlation between intelligence and motivation is low.

## **Section II: Activity 3**

### **Trainer Notes: Motivation continued**

The largest change in students' motivation occurs when they move into middle school grades. The change may be due to such factors as increased emphasis on evaluation and competition, concerns about their ability, lower intrinsic motivation, comparison with peers, more anxiety about learning and/or greater extrinsic motivation.

Since not all students come to school highly motivated to learn, the schools need to present an invitational learning environment.

Creating the right kind of atmosphere is paramount to increasing student participation. Students need the freedom to explore within a controlled environment. Students need the freedom to explore within a controlled environment. Teachers or students can initiate activities as long as the teacher guides the student. This means a sharing of control, not an abdication. It is important that children become responsible for their learning and at the same time acknowledge and respect authority, whether it is the teacher's or student's authority. The best way to teach students responsibility is to let them experience it.

Invitational motivation addresses some of the natural instincts of human beings, such as curiosity, a need to influence or affect our environment, an urge to explore and play, a tendency to repeat an activity toward competence, and a desire to approximate a standard or model. Teachers can also capitalize on the desire to solve challenging problems; one's internal criteria for success; and the goal of learning without special regard to performance outcomes.



## SECTION II: ACTIVITY 4

TIME	PURPOSE	SETTING	MATERIALS
30 Minutes	<ul style="list-style-type: none"> <li>To describe an invitational environment</li> <li>To identify strategies for motivating</li> </ul>	Individuals Table Groups Whole Groups	Chart stand Chart paper Markers Masking tape Handouts

### Introduce Activity

Chart Stand  
 Chart Paper  
 Markers  
 Masking Tape

Tell participants that much of motivating students to learn is initiated by an inviting environment. Ask the participants to think about their classrooms and what they have observed in other classrooms. Then ask them to complete the T-Chart handout individually by listing characteristics of an invitational environment. Distribute the T-Chart. Allow 15 minutes for the completion of this task.

### Guided Sharing

Ask the participants to form groups of four. Then ask groups to share the characteristics identified, choose five and write them on chart paper. Collect the charts to combine them for distribution later as handouts for the whole group.

### Describe Activity

Hand out the selection from *Improving Student Motivation*. Ask the participants to read the selections. In the area below each selection ask participants to write a brief description of one of their classroom activities which illustrates the selection presented.

### Monitor

Monitor until all groups have finished the task. Then ask the group to choose two selections to present to the whole group.

### Report Out

Have the reporter from each group present the selections to the whole group. Allow 10 minutes for each group. Collect all of the handouts to be distributed later.

### Summarize

Use information from the research notes to supplement the discussion and lists as needed. As soon as convenient, compile the two handouts to be given to participants. Announce when and where the handouts can be obtained.

## Section II: Activity 4

### Notes: T-Chart

### An Inviting Classroom Environment

LOOKS LIKE	SOUNDS LIKE
<p>Teacher is monitoring, helping, listening, reinforcing, praising...</p>	<p>Teachers saying comments like:</p> <p>“I see that you are making progress with...”</p> <p>“Your work is coming along nicely...”</p> <p>“What do you plan to do next?”</p> <p>“When you finish, let me know.”</p> <p>“I want to post this on the board.”</p> <p>“Would you want to take this home to show your folks?”</p>
<p>Students are working in groups; some are working individually at learning stations or at the desks.</p>	<p>A healthy hum of moderate voices.</p>
<p>Children are actively engaged in a variety of learning activities in all modes including hands-on and discovery learning.</p>	

Looks Like	Sounds Like

## **Section II: Activity 4**

### **Notes: T-Chart**

### **An Inviting Classroom Environment**

- When given the option to create, instead of merely to absorb, student participation increases markedly.
- Allow students the opportunity to expand their minds by thinking in broad terms as well as specifics (divergent rather than only convergent thinking).
- Allow students (with proper guidance) to exercise curiosity and to act upon it.
- When teachers share control by providing choice, the level of personal interest and self-motivation of students increases.
- Activities in which there is a variety of opportunities to learn rather than just to be correct or incorrect often generate enthusiastic involvement. Examples might be problem-posing tasks or games in which there are several ways to solve a problem. Many solutions could be "right."
- Students become more actively involved in their learning if there is interaction and work with their peers; when they develop a sense of sharing there is improvement and positive impact on group goals; when there is optimal (realistic) challenge that provides pleasure and pride in accomplishment; and when the work offers opportunity to exercise their desire for autonomy.
- Employing a variety of resources for students to use (including the library, community, faculty, and other students) helps students to be more actively involved in learning.
- Student participation increases when activities help them to express their feelings and their understanding of others' values, especially in cooperative learning settings. The assignment of specific roles within groups promotes a sense of being needed and useful.
- Offer engaging work that consists of meaningful tasks which cater to various learning modalities.
- Use methodology that reflects the change of emphasis from curriculum to process by a careful selection of student-centered activities and which involves student decision making. When students participate in decision making they tend to be more committed to the work.
- Be aware that students need freedom to fail and freedom from failure. Portray effort as their investment toward a goal so that they learn that persistence of mastery of skills and tasks represents not only successful completion of the task but also acquisition of the process which can increase capability for more success in future task management. (Good & Brophy) It's a snowball effect...nothing succeeds like success.

## **Section II: Activity 4**

### **Notes: T-Chart**

### **An Inviting Classroom Environment continued**

- Use of manipulatives and other interactive activities adds novelty and variety to the learning environment. minimizing the possibility of boredom and distractions.
- Good teaching is probing, discovering, analyzing and examining under the guidance of a competent person. These challenge higher-level thinking skills which all students need.

## Section II: Activity 4

### Handout

### Improving Student Motivation

**Directions:** Read each paragraph below. Then write a brief description of a classroom activity you have used that illustrates the selection.

1. Student motivation is strongly influenced by diversity, variety, and novelty of learning tasks. Teachers who ask higher-order questions that involve speculation, prediction, problem solving and the like find that student motivation increases significantly because students enjoy opportunities to ask questions, offer opinions, share personal experiences, or debate answers (Meece, 1991). The teachers also found that hands-on activities and problem-centered activities create more interest than passive learning situations. Long-term projects also can increase motivation.

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2. Choice is a very high motivator in learning. Students often will choose moderately difficult tasks if they see that there are opportunities to increase their level of competence and skills. Tasks that involve comprehension and opinion appear more interesting than those requiring memorization or routine. Helping students develop confidence in their abilities also encourages motivation. Teachers can model strategies for learning difficult procedures and problem solving for students by "think-alouds" or Socratic questioning. Emphasis on the value of learning and its impact on students' future lives is a strong motivator.

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3. Feedback that is timely, frequent, and helpful is very effective as motivation, according to Grant Wiggins, especially if it is informal and unstructured rather than formal, such as test results. Oral feedback and coaching is useful in reminding students to speak clearly, use complete sentences, and to be specific. Peer reviewers who ask critical questions of each other motivate students to improve.

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4. Multiple ways to complete tasks can encourage students to persist. They can be given chances to redo work or rewrite papers to improve their work. One school gives "not yet" grades instead of Ds or Fs until an A, B, or C is attained. Performance is based on mastery with less attention to social comparisons.

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## Section II: Activity 4

### Handout

### Improving Student Motivation continued

5. When choice is provided to students, motivation improves. Choice in such things as designing learning tasks, choosing from several options of tasks, choosing whether to work alone or in pairs, helping to determine the criteria for assessment and guidelines for classroom behavior, all provide more student involvement and, therefore, more motivation.

6. In promoting cooperative learning, Johnson and Johnson respond to research that stresses the motivational increase when students are given more responsibility to plan, organize, and problem solve in groups.

7. **"ALL STUDENTS ARE MOTIVATED; THEY ARE JUST MOTIVATED TO DO DIFFERENT THINGS.** We have to find their interests and help them set goals."

## **Section III: Learning Modalities**



## SECTION III: ACTIVITY 5

TIME	PURPOSE	SETTING	MATERIALS
60 minutes	<ul style="list-style-type: none"> <li>To introduce the four modality preferences</li> <li>To learn one's own personal modality preference</li> <li>To identify activities appropriate for modality preferences</li> </ul>	Individual Whole Group	Overhead projector Transparency markers Trainer Notes Articles Transparencies Participants' handouts Participants' Lesson Plan Books

### Introduce Activity

Participants will be introduced to the four learning modalities by taking a quick assessment of their personal modality preferences. Handouts are given to participants as indicated during the activity.

### Take Assessment

Everyone should have a copy of the handout Modality Assessment with a blank space at the top of each quadrant. Ask participants to read the items in each of the four quadrants carefully and place a check beside each item that matches their style *most of the time*. There is no limited to the number of checks participants can have in each of the four quadrants. Allow 5-8 minutes to complete the assessment.

### Review of modalities

Transparencies:

Modality  
Assessment

How We Learn

Trainer Notes

Ask participants to share where they had the most checks with their table group. Use the transparency Modality Assessment with each quadrant named (visual, auditory, tactile and kinesthetic). Ask for a show of hands for those participants who had more than five checks in each quadrant. Research shows that a majority of people will indicate a **visual** preference rather than **kinesthetic** and **tactile**. The least number of people indicate an **auditory** preference.

Show the transparency How We Learn, covering the bottom half of the transparency. The listed percentiles should be similar to the participants' modality preferences. Show the rest of the transparency. Ask participants: "Which group is being left out of instruction?" Note that this group (kinesthetic and tactile) make up over half of our student population. Use the trainer's notes to facilitate a discussion of the modalities and their importance in planning instruction.

## Reviewing Lesson Plans

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Ask participants to look at their lesson plan book and note the activities from the previous five teaching days. Have participants code these activities by using **v-visual**, **a-auditory**, **t-tactile** and **k-kinesthetic**. Have participants tally the number of activities that fall in each of the modality preferences and discuss their findings with their table group. Allow 5-8 minutes for discussion.

Ask participants:

- What did you find?
- What insights did you have as you discussed your findings?
- Which learning modalities are you addressing in your teaching activities?
- What is the impact on classroom management?

## Homework

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Give participants a copy of the following article:

*Accommodating Elementary Students' Learning Styles*, by James Wallace (for elementary schools), or

Ask participants to read the article and note or highlight information that further describes each modality before the next session. Ask participants to be ready to discuss the article at the next training session.

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## Section 3: Activity 5

### Notes: Learning Modalities

Learning modalities refer to the four basic sensory channels through which we perceive, process, and respond to information. These four basic sensory modalities are **visual** (seeing), **auditory** (hearing), **tactile** (touching), and **kinesthetic** (moving the whole body). Researchers on personality or behavioral styles often include these modality preferences when talking about patterns of behavior.

When faced with new information we go through four functions. These functions include:

- |                            |                              |            |
|----------------------------|------------------------------|------------|
| • taking in the experience | "How do I know?"             | (Perceive) |
| • thinking about it        | "How do I think?"            | (Process)  |
| • reacting to it           | "How do I decide?"           | (Process)  |
| • acting upon it           | "How do I react or respond?" | (Respond)  |

This pattern begins with birth as infants perceive, process and respond to their surroundings and familiar voices, and eventually, faces. The first modalities used by infants are touch and taste, as evidenced by everything finding its way to the mouth! As babies grow, their vision begins to develop more fully. Learning expands through watching the people in his or her environment, then hearing these same people give names to persons, places, objects, and actions. The baby begins to connect these sensory images in a series of functions, much like threading beads on a string, with each bead representing a different function.

Consider the following example:

Savannah is 18 months old. Her mother gives her a bucket full of blocks in a variety of shapes.

Savannah, when confronted with this new toy, stares at it for a minute, takes off the lid and dumps all the blocks out onto the floor. She picks up one or two blocks, turning them over and passing them from one hand to another. She tries to fit one in her mouth, then looks quizzically as her mother builds a tower with the blocks. Savannah is 'perceiving' this new experience and processing it in her mind. She is also deciding how she is going to respond to her thoughts, and does so by swooping the tower with her hand, scattering the blocks over the floor. Her final act is to clap her hands and giggle.

Young children begin their learning by using all their senses, ie., seeing the blocks (visual), feeling and tasting the blocks (tactile and taste), placing the blocks on top of one another then sending them flying to the floor (kinesthetic) and finally, giggling, laughing, or 'talking' about the noise the blocks made when knocked over (auditory).

Children come to school with approximately five years worth of these seemingly informal learning experiences gained from using their sensory modalities. Effective early childhood programs continue to focus on the different modalities by providing opportunities for role-playing, creative art and drama, learning centers, rhythm and music activities, and physical education. But when formal instruction begins, such as reading, children are generally expected to limit their sensory learning to mostly seeing and hearing information (visual and auditory).

## Section III: Activity 5

### Notes: Learning Modalities continued

The more information is presented in the different modality modes, the greater learning is retained. Successful learners able to utilize more than one modality strength or preference can process information in whatever way it is presented. But to reach this point, learners need to be aware of their modality strength or preference, and consciously work on areas in which they are weak.

In order to best understand the concept of modality preferences, teachers should be aware of their own modality strengths or preferences. Most teachers teach to their modality preference. This may create a 'mismatch' of instruction. In other words, a teacher with a strong auditory preference may spend more time lecturing, reading to students, and giving directions orally. According to some research, only 8% of his or her students will find this to be a comfortable match. The other 92% will be frustrated or stressed. Classroom management may become a problem if these students continue in painful learning environments where their modality preferences are ignored.

Researchers of learning styles recommend that new learning should be introduced in the learner's modality preference. Review and reinforce in other modalities. In this way, learners will be more likely to experience success, and able to handle the frustrations of a mismatch more easily. Teachers need to keep this in mind when preparing lessons. Additional information about lesson plans will be addressed in the section *Planning for Instruction*.

## Section III: Activity 5

### Handout (1)

# Accommodating Elementary Students' Learning Styles

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This study examined the perceptual learning style preferences of elementary students in the Philippines. The Learning Style Inventory of Dunn, Dunn and Price was administered to 450 sixth and seventh grade students in three schools. The results indicated that the visual modality was the most preferred while the auditory was the least preferred. Suggestions for accommodating visual, tactile, and kinesthetic preferences are offered.

Ask any teacher whether students learn through different senses and the response will almost certainly be "yes". but how rarely we translate that knowledge into classroom practice.

Several researchers (Doyle, 1983; Goodlad, 1984; Anderson, 1984) have concluded that current instructional practices are dominated by lecture and individual seatwork. Students are required to be passive, silent, and isolated. Still more recent research has found that 0% of instruction occurs through lecture and question and answer methods (Dunn & Dunn, 1993). A body of literature known as learning styles suggests that these current practices may not respond to important learning style needs of students.

Learning style, according to Dunn and Dunn, is comprised of the conditions under which a student begins to concentrate on, absorb, process, and retain new or difficult information or skills. It is a composite of an individual's environmental, emotional, sociological, physical, and psychological traits. Learning through the auditory, visual, tactile, or kinesthetic senses are elements of the physical stimulus and represent an individual's preference for sensory channels through which to give and receive information.

Auditory learners prefer to use their voices and their ears to learn. They remember what they hear and what they themselves say aloud. When they do not understand something, they say it aloud, sometimes several times. Auditory learners love class discussion. They seem to thrive on working and talking with others.

Visual learners prefer to process information by seeing it. They like to receive information from pictures, graphs, diagrams, and visual media. According to Keefe (1989), visual learners frequently close their eyes to reassemble a picture of what they are trying to remember.

Some students find that they prefer, and actually learn better, when they have the opportunity to touch or manipulate in some way, draw, make, color, build, or put things together. Often these tactile learners fall in love with the computer (Guild & Garger, 1985).

Kinesthetic learners seem to learn best through whole-body involvement and direct experience. They want to be as active as they can. Role play, field trips, grouping together with fellow students to form the letters of the alphabet with their bodies, and becoming physically involved in the thoughts expressed in poetry are examples of activities that accommodate kinesthetic learners.

## Section III: Activity 5

### Handout (2)

As might be expected, students who achieve well in school tend to be the ones who learn most easily either by listening in class (auditory) or by reading (visual) (Dunn & Dunn, 1993). Teachers generally believe that the brighter students are those who are auditory and/or visual learners. Visits to classrooms anywhere, the Philippines included, make it apparent that most teachers teach by telling (auditory), by assigning readings (visual), or by explaining and writing on the blackboard (auditory and visual). It should not surprise us, therefore, that the students who concentrate, process, and retain best through these two senses are the ones who achieve well on tests. What's more, predictably, a considerable amount of research over the past twenty years indicates that many students who are poor achievers are tactual and/or kinesthetic learners (Dunn & Dunn).

Table 1

Learning Style	Percentage
Auditory	8.4 %
Visual	41.4 %
Tactual	20.4 %
Kinesthetic	29.8 %
Total	100 %

Research on the learning styles of students in the U.S. (Dunn & Dunn, 1989) has found that 30% are tactual and/or kinesthetic. In the summer of 1993, I followed up this data with similar research in the Philippines to see how closely Filipino students' perceptual learning styles paralleled those of their counterparts in the U.S. 450 sixth and seventh grade students in one urban and two rural schools were administered the Learning Style Inventory of Dunn and Dunn (1989). As can be seen in Table 1, the results indicate that these students are primarily visual, secondarily kinesthetic and tactual.

As mentioned at the beginning of this paper, approximately 90% of instruction occurs through lecture and question and answer methods. Yet the above data indicate that the great majority of students - be they American or Filipino - do not learn best that way.

So...what to do? How can the teachers accommodate the numerous students who are, for example, visual learners (41.4% in this study)? And what about those who learn best through a tactual or kinesthetic approach? There are a few suggestions (Dunn, 1986).

1. Write a three or four word outline of the lesson on the blackboard at the beginning of class. Occasionally during the lesson, draw attention to the outline and say, "Now we are moving to this part of the lesson." This will help the **VISUAL** learner focus on the lesson's emphasis.

## Section III: Activity 5

### Handout (3)

2. When you mention something of particular significance, write a word or two on the board that synthesizes the point so that **VISUAL** students can see it.
3. Supplement an oral presentation with an outline on an overhead projector transparency to help **VISUAL** students “see” what you are talking about. Keep the outline simple and use the same words as in the oral presentation.
4. To help **VISUAL** learners review, construct a web with the students’ input. Here are the steps:
  - A. Identify the topic. Write it in the middle of the blackboard and circle it.
  - B. Identify some main ideas related to the topic. Connect each to the topic.
  - C. Come up with details. Connect each to the main idea it supports or is related to.
5. To help **TACTUAL** students review, make a set of task cards on a given topic (Dunn & Dunn, 1993). First list what you want your students to know about the topic. Then transform the list into questions and answers. To make the task cards:
  - A. Cut cardboard or paper into three-by-twelve inch rectangles.
  - B. On the left side of each rectangle, print a question. On the right side, print the answer. Leave a space between the question and the answer.
  - C. Cut each rectangle into two parts. Be sure to cut each rectangle somewhat differently so the answer half of the rectangle will match up with only one question half. Thus the task cards are self-corrective and can be used by students independently of the teacher.
6. To help **KINESTHETIC** learners review, try a body-action game (Dunn & Dunn, 1993). You will need an old sheet, plastic tablecloth, or shower curtain. You will need some permanent ink pens as well. Identify the information or skills that you want your student to learn. Develop a set of questions and answers or tasks for the students to complete. An example of a task would be to find the area of each of several shapes the teachers has drawn on the sheet. To make the body-action game:
  - A. Print a question or draw the shape on the sheet. An option is to print or draw a question or shape on a small piece of plastic and glue to the large sheet. Label this #1.
  - B. Draw an arrow from the first question to the second question. Print the question or draw the second shape. Label this #2.
  - C. Draw an arrow from the second question to the third question. Continue as described above.
  - D. Print the answer to each question on a separate card and place these answer cards in an envelop.
  - E. Print the directions for the game. Students should be told to move from one question/shape to the next as they complete it.

Accommodating individual students’ learning style is a way to help them succeed in school. It does not cost money. It is not terribly time-consuming. Try it!



## Section III: Activity 5

### Handout (4)

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## Section III: Activity 5

### Modality Assessment Transparency

<p><b>Visual</b></p> <p>___ Keeps eye contact</p> <p>___ Wants handouts</p> <p>___ Likes charts, graphs, overhead transparencies, maps</p> <p>___ Enjoys looking at pictures, photographs, etc.</p> <p>___ Creates mental pictures in mind</p> <p>___ Uses visual terminology (See what I mean? Get the picture?)</p> <p>___ Prefers written directions</p> <p>___ Learns by reading</p>	<p><b>Auditory</b></p> <p>___ Talks a lot to self and others</p> <p>___ Moves head up and down, eyes move from side to side</p> <p>___ Easily recalls jokes</p> <p>___ Mimics other voices</p> <p>___ Replays conversations in mind</p> <p>___ Likes social occasions, tells jokes</p> <p>___ Prefers directions given orally</p> <p>___ Learns by talking or hearing others</p>
<p><b>Tactile</b></p> <p>___ Enjoys cooking, taste and feel of ingredients</p> <p>___ Likes gardening and the feel of soil, grass, etc.</p> <p>___ Enjoys working with hands ie. needlework, building, etc.</p> <p>___ Likes to feel materials when making a purchase</p> <p>___ Enjoys taking things apart and put back together</p> <p>___ Likely to touch when talking with others</p> <p>___ Needs to keep a pencil or other object in hands</p> <p>___ Learns through touch, hands-on activities</p>	<p><b>Kinesthetic</b></p> <p>___ Prefers to work with a partner</p> <p>___ Likes to dance, move to rhythm</p> <p>___ Taps fingers, foot</p> <p>___ Enjoys sports, viewing and playing</p> <p>___ Prefers to role-play, simulations</p> <p>___ Uses facial expressions, talk with hands</p> <p>___ Enjoys games such as Twister, Charades, etc.</p> <p>___ Learns through active experiences, ie. field trips</p>

## Section III: Activity 5

### Modality Assessment Handout

<p>_____ Keeps eye contact</p> <p>_____ Wants handouts</p> <p>_____ Likes charts, graphs, overhead transparencies, maps</p> <p>_____ Enjoys looking at pictures, photographs, etc.</p> <p>_____ Creates mental pictures in mind</p> <p>_____ Uses visual terminology (See what I mean? Get the picture?)</p> <p>_____ Prefers written directions</p> <p>_____ Learns by reading</p>	<p>_____ Talks a lot to self and others</p> <p>_____ Moves head up and down, eyes move from side to side</p> <p>_____ Easily recalls jokes</p> <p>_____ Mimics other voices</p> <p>_____ Replays conversations in mind</p> <p>_____ Likes social occasions, tells jokes</p> <p>_____ Prefers directions given orally</p> <p>_____ Learns by talking or hearing others</p>
<p>_____ Enjoys cooking, taste and feel of ingredients</p> <p>_____ Likes gardening and the feel of soil, grass, etc.</p> <p>_____ Enjoys working with hands ie. needlework, building, etc.</p> <p>_____ Likes to feel materials when making a purchase</p> <p>_____ Enjoys taking things apart and put back together</p> <p>_____ Likely to touch when talking with others</p> <p>_____ Needs to keep a pencil or other object in hands</p> <p>_____ Learns through touch, hands-on activities</p>	<p>_____ Prefers to work with a partner</p> <p>_____ Likes to dance, move to rhythm</p> <p>_____ Taps fingers, foot</p> <p>_____ Enjoys sports, viewing and playing</p> <p>_____ Prefers to role-play, simulations</p> <p>_____ Uses facial expressions, talk with hands</p> <p>_____ Enjoys games such as Twister, Charades, etc.</p> <p>_____ Learns through active experiences, ie. field trips</p>

## Section III: Activity 5

### Transparency

# How We Learn

Visual	41.4%
Kinesthetic	29.8%
Tactile	20.4%
Auditory	8.4%

---

Most teachers teach by:

- telling (auditory)
- assigning readings and worksheets (visual and auditory)
- explaining and writing on the blackboard or overhead projector (auditory and visual)

Adapted from: Wallace, J. (Spring 1995), Accommodating Elementary Students' Learning Styles, *Reading Improvement*, 32(1). 38-43.

## SECTION III: ACTIVITY 6

TIME	PURPOSE	SETTING	MATERIALS
45 minutes	<ul style="list-style-type: none"> <li>To review reading assignment</li> <li>To create teaching activities for the four modality preferences</li> </ul>	Individual Whole Group	Transparencies Participants' handouts Overhead projector Chart paper Transparency markers

### Introduce Activity

Participants will review homework reading assignment and discuss findings in their group. Participants will also brainstorm teaching activities for each modality preference.

### Review Reading Assignment

Participants should be in table groups. Ask groups to assign the roles of facilitator, recorder, and reporter. Give participants a few minutes to look over their notes on the reading assignment. The facilitator should lead the discussion, making sure that all participants of the group are involved. The recorder will summarize at least three concepts or ideas generated from the discussion. Allow about 8-10 minutes for this activity.

Blank Transparencies

Transparency markers

Process the activity with the total group, asking reporters to share their group's discussion points. Record these on a blank transparency or on chart paper before posting around the room.

Transition to the next part of the activity by telling participants they will use the information from the article to generate teaching activities appropriate for each modality.

### Teaching Activities

Chart paper

Markers

Transparency:

Learning Modalities

Ask participants to discuss in their table groups teaching activities that they feel would be appropriate for each of the modalities. Ask for a recorder at each table to list participants' responses. An alternate method would be to assign each table group a specific modality and ask them to brainstorm appropriate activities.

With the total group share 3-5 activities from each table discussion.. Record these activities on chart paper or transparency for future reference.

Give each participant the handout on Learning Modalities: A Quick Reference Guide. The participant's handout will have the first two columns blank. The transparency for the trainer will include these two columns. Ask participants to compare the teaching activities they generated with the activities listed on the handout. Most of the activities will be similar.

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**Summarize**

According to research, teachers are more likely to teach to the visual and auditory learner which includes only half of the student population. Refer to the transparency How We Learn. Ask participants to choose from the lists of teaching activities those activities they plan to incorporate in upcoming lessons. Have participants discuss with a partner how they will use their chosen activities. Allow 5 minutes for discussion.

---

## Section III: Activity 6

### Learning Modalities: A Quick Reference Guide (1)

#### Handout and/or Transparency

Modality	Characteristics	Teaching Activities
		<ul style="list-style-type: none"> <li>• Pictures, Drawings, Charts, Graphs, Displays, Bulletin Boards</li> <li>• Illustrations, Diagrams, Murals, Maps, Flow Charts</li> <li>• Graphic Organizers, Webbing, Timelines</li> <li>• Overhead Projectors, Films, Videos</li> <li>• Reading, Workbooks, Worksheets, Boardwork</li> <li>• Use Color Coding, Highlighting</li> </ul>
		<ul style="list-style-type: none"> <li>• Oral Quizzes, Spelling Bees</li> <li>• Cooperative Learning</li> <li>• Class Discussions, Lecture</li> <li>• Recorded Tapes, Music, Rap</li> <li>• Read Aloud, Oral Reports</li> <li>• Panel Discussions, Debates, Interviews</li> <li>• Peer Coaching</li> </ul>
		<ul style="list-style-type: none"> <li>• Models, Puzzles, Computers, Clay, Sculptures</li> <li>• Computer</li> <li>• Draw, Sketch, Doodle, Mindmapping</li> <li>• Relief Maps, Dioramas, Origami, Mobiles</li> <li>• Writing, Tracing</li> <li>• Setting Up Experiences</li> </ul>
		<ul style="list-style-type: none"> <li>• Role Play, Simulations, Dramatizations</li> <li>• Games Involving Body Movement, Floor Games</li> <li>• Music, Rhythm, Musical Chairs</li> <li>• Scavenger Hunts</li> <li>• Hopping, Running, Skipping</li> </ul>

## Section III: Activity 6

### Learning Modalities: A Quick Reference Guide (2)

#### Handout and/or Transparency

Modality	Characteristics	Teaching Activities
<b>Visual</b>	Visual learners must <i>see</i> information in order to learn it. They need to read it, and maybe write about it in order to learn it.	
<b>Auditory</b>	Auditory learners prefer to use their <i>voices and ears</i> to learn. They listen to stories and discussions, and enjoy cooperative learning groups.	
<b>Tactile</b>	Tactile learners must <i>feel it, hold it and manipulate it</i> . They are hands-on learners and must experience the learning.	
<b>Kinesthetic</b>	Kinesthetic learners learn best through <i>whole body movement and direct experiences</i> . Sometimes they are mislabeled "ADHD".	

## SECTION III: ACTIVITY 7

TIME	PURPOSE	SETTING	MATERIALS
30 minutes	<ul style="list-style-type: none"> <li>To discover painful learning environments</li> </ul>	Individual Whole Group	Transparencies Trainer Notes from Activity 1 Participants' Handouts Overhead projector Chart paper and markers Transparency Markers

### Introduce Activity

Participants will discover the importance of creating learning environments that will enhance the learning process.

### Group Work

Chart paper

Markers

Transparency:  
Painful Learning  
Environments

Divide participants into four groups by counting off or any other method of choice. Each group will take one modality preference. Assign recorder and reporter roles. Give each group chart paper and markers and ask them to brainstorm painful learning environments for their modality. Recorder will list these ideas on chart paper. Use the samples listed on the transparency for ideas. Allow 8-10 minutes.

### Summarize

Trainer Notes from  
Activity 1

Ask the reporter from each group to share their group's list. Discuss as needed, referring to trainer notes when necessary.

**PLEASE NOTE:** It is important for teachers to realize that they cannot and should not completely eliminate painful environments for all students. Learning, growing, and maturing all mean having to accommodate to uncomfortable situations. One goal of education is to teach students how to handle uncomfortable situations. However, always being in uncomfortable situations or environments with little or no opportunity to experience learning in a preferred modality, will lead to stress and a 'shutdown' or 'downshifting' of the brain. This is no fun for students OR adults!

Transparency: Quote

Use the transparency *Quote* to summarize the learning from this section on Learning Modalities. Remind participants to select appropriate information to apply to their classrooms as they develop and write lessons plans.

Provide additional opportunities for participants to discuss their activities for different learning modalities in the classrooms by forming study groups.



## Section III: Activity 7

### Painful Learning Environments

### Handout and/or Transparency

<p><b>Visual</b></p> <ul style="list-style-type: none"> <li>• Impromptu role plays</li> </ul>	<p><b>Auditory</b></p> <ul style="list-style-type: none"> <li>• Required to learn content by reading it</li> </ul>
<p><b>Tactile</b></p> <ul style="list-style-type: none"> <li>• Told to keep hands to self and put away the crayons!</li> </ul>	<p><b>Kinesthetic</b></p> <ul style="list-style-type: none"> <li>• Having to sit at a desk for long periods of time</li> </ul>

### Section III: Activity 7 Transparency

*If students don't learn  
the way we teach,  
we need to teach  
the way they learn.*

## **Section IV: Planning for Instruction**

## SECTION IV : ACTIVITY 8

TIME	PURPOSE	SETTING	MATERIALS
20 minutes	<ul style="list-style-type: none"> <li>To have participants react and share their perceptions of the planning process</li> </ul>	Table Groups Whole Groups Individual	Scenario Overhead Projector Handouts Transparencies Chart Paper Magic Markers Masking Tape

### Describe activity

Tell participants that in this activity they will have the opportunity to react and share their perceptions of the planning process.

### Share personal perceptions

Scenario

Chart Paper  
Magic Markers  
Masking Tape

Using the Think/Write/Share format, ask each person in the table group to respond to the scenario by answering the following questions: "What needs to be in the plan?" or "What would you expect the teacher to include in the plan?" Individual reactions are then shared with the table group. The table group will come to consensus and complete this statement: "Good lesson plans should include . . ." Table responses are written on a chart and posted. Each table's response is shared with the whole group.

### React to quotes

Quotations (Wong & Wong)

Place quotes from *The First Days of School* (Wong and Wong) on the overhead projector and elicit responses from the participants as to what the authors were trying to imply. You may also ask, "Do you agree/disagree and why?" —OR— You may cut quotes apart and let each table respond to one or two of the quotes, then share with the whole group.

### Conduct self-audit

Handout and  
Transparency—  
"Questions Effective  
Teachers Ask"

Ask participants to complete the self-audit, "Questions Effective Teachers Ask About Lessons They Design." In the whole group, discuss and clarify concerns.

## **Section IV: Activity 8 Handout-Transparency**

### **Scenario**

In mid-January, you have been asked to transfer to another school and take over a class for a teacher who had to go on extended leave. Of course you will receive a 5% bonus for making this move in the middle of the school year. Therefore, you are eager to meet this new challenge! When you walk into the classroom on your first day, what do you expect the former teacher to have prepared for you?

**THINK:** What would need to be in the plan?

**WRITE:** What you would expect the teacher to include in the plan.

**SHARE:** Your expectations with your table group.

**CONSENSUS STATEMENT:**

“Good lesson plans should include . . .”

## **Section IV: Activity 8 Handout-Transparency**

### **Quotes**

**“Successful people prepare themselves daily for their work. That is why they are successful.”**

**“If the student cannot demonstrate learning or achievement, then WE have failed the student; the student has not failed.”**

**“The effective teacher knows how to design lessons to help students reach mastery.”**

**“The greater the structure of a lesson and the more precise the directions on what is to be accomplished, the higher the achievement rate.”**

**In other words . . .**

**“If students know what they are to learn, you increase the chances that the students will learn.”**

Harry K. Wong and Rosemary Tripi Wong. *The First Days of School*

## Section IV: Activity 8

### Handout-Transparency

#### Questions Effective Teachers Ask About Lessons They Design

Questions	Yes	No
Are my objectives relevant and realistic in terms of intent and number?		
Have I planned a varied delivery system to accommodate different learning modalities?		
Have I organized my lesson into the quartile system (one fourth of the class period each for <i>direct instruction, class discussion, cooperative group work, and independent time</i> )?		
Are my directions clear and to the point?		
Have I selected questions and activities representative of different levels of the cognitive and creative taxonomies?		
What method of assessment best suits this lesson?		
How will I need to differentiate (content level, learning tasks, resources, delivery systems) to meet my students' needs?		
Have I provided alternatives to the textbook (posters, learning centers, audio visuals, technology, etc.)?		

## SECTION IV : ACTIVITY 9

TIME	PURPOSE	SETTING	MATERIALS
20 minutes	<ul style="list-style-type: none"> <li>To give participants an overview of the teaching/learning process and its impact on lesson design</li> </ul>	Individuals Table Groups Whole Groups	Handouts Overhead Projector Transparencies Research Abstract Lecture Notes

### Describe the activity

Transparency—  
Wong Quotes

Show transparency of Wong's quote: "If students know what they are to learn, you increase the chances that the students will learn."

Tell participants the goals/objectives of this activity: "At the end, participants should be able to identify components that should be considered in lesson design, as well as use at least two informal lecture strategies."

### Interactive mini-lecture

Handouts and  
Transparencies—

Trainer Notes—  
Lecture Ideas to Use...  
"60 Sec Power Write"  
Change the Length  
"Rule of 3-4-5"

Engagement  
Performance Tasks  
Time  
Retention Theory  
Differentiated Instruct  
Which Tchng  
Strategy?  
Constructivist Tchrs

Participants are expected to take notes and participate in the interactive mini-lecture. (See notes on Lecture and select the format you wish to use.) Explain the format to participants. You may wish to use a different informal lecture strategy with each component, so that participants will have the opportunity to observe you model several strategies.

Mini-lecture: Considerations in Lesson Design

- Engagement
- Performance Tasks
- Time
- Differentiated Instruction
- Retention Theory

As an optional activity, ask table groups to define Time, Retention Theory, etc. Participants could compare their answers with information given in the mini-lecture.

**Answer:**

*Which Teaching Strategy...?"*      **Objectives**



## Homework

Research Article—  
*Effective Instruction*  
(Knapp et al)

Read research abstract: *Effective Instruction* (Knapp, et al). Find out what the phrase “teaching with meaning” means and the possible implications this study has for school improvement. Compare this with what constructivist teachers do (Handout).

Ask participants to reflect and then write at least one paragraph on the importance of one of the following: Engagement, Performance Tasks, Time, Differentiated Instruction or Retention Theory. Share with a partner.

## Reflections or closing

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## **Section IV: Activity 9 Handout-Transparency**

**If students know what they are to  
learn, you increase the chances that  
the students will learn.**

**- Harry Wong**

## **Section IV: Activity 9**

### **Notes: Lecture**

#### **Notes on Lecture**

A lecture is an activity in which the teacher presents information orally through a series of organized and structured explanations. Lectures can be formal or informal. In formal lectures, student interaction is nonexistent or limited. Interactive or informal lectures increase student retention of information by 20 percent over formal lectures.

#### **Types of Lecture**

The following are ways to make the lecture approach more beneficial for students:

- **Feedback Lecture**
- **Guided Lecture**
- **Responsive Lecture**
- **Demonstration Lecture**
- **Pause Procedure Lecture**
- **Think/Write/Discuss Lecture**

#### **Feedback Lecture**

Provide students with a set of readings and an outline of the lecture notes prior to the lecture. Lecture for ten minutes, and then divide students into study groups for twenty minutes. During these study group sessions, assign student groups a question related to the lecture material to consider. Reconvene the students for another ten-minute lecture and address the assigned study question in your comments.

#### **Guided Lecture**

Provide students with a list of objectives for the lecture. Have them put down their pencils and listen carefully to the lecture for twenty minutes, attempting to remember the information given. At the end of the lecture, give students five minutes to write all the information they can recall individually. Next, involve students in small discussion groups to reconstruct the lecture by combining notes. Help students fill in missing information as they identify it.

#### **Responsive Lecture**

Devote one class period a week to answering open-ended, student-generated questions on any aspect of a given topic or unit of study. A few rules apply to streamline the question-and-answer process. All topics have to be presented as questions; students can submit questions as long as they specify why they think they are important; the class orders the questions in terms of general interest; and the lecturer answers as many questions as time allows.

## Section IV: Activity 9

### Notes: Lecture continued

#### **Demonstration Lecture**

During the lecture, take time to stop and demonstrate a laboratory-type application to illustrate selected principles of the lecture content. The lecturer should pose a series of “What will happen if we . . .” questions to encourage student interaction and to provide investigative opportunities as part of the lecture process.

#### **Pause Procedure Lecture**

Deliver a twenty minute lecture and have students take notes on the content. Every five or six minutes, pause during the lecture, and give students approximately two minutes to share their notes with a partner and to fill in any missing information or correct any mistakes.

#### **Think/Write/ Discuss Lecture**

Prepare a set of three related questions to ask students throughout the lecture.

- Give the first question—a motivational question that helps set the stage for the lecture—before the lecture, and have students write a response to it. For example ask, “What are three things you know about mammals?” or “What would you like to know about the people of China?” or “What was your favorite childhood poem or nursery rhyme, and why?” If time allows, ask some students to share their responses orally with the whole group.
- During the middle of the lecture, pose another question to clarify the information given. Ask students to write a short response to you, sharing some of their ideas aloud if possible. Questions that ask, “How would you define a rhombus?” or “What facts did you understand about tides?” or “Why do we use figurative language in poetry?” are good examples of these midpoint questions.
- At the end of the lecture, ask students to reflect on some type of feedback question, such as, “What was the most interesting ideas you learned from the lecture?” or “What aspect of this topic would you like to know more about?” or “Why is poetry considered an art form?”

From: “Cognitive Teaching Strategies for the Teaching Component of a Learning Lesson,” *Achievement and Learning-Focused Lessons*, Max Thompson and Julia Thomason.

## Section IV: Activity 9 Handout-Transparency

# “60 Second Power Write”

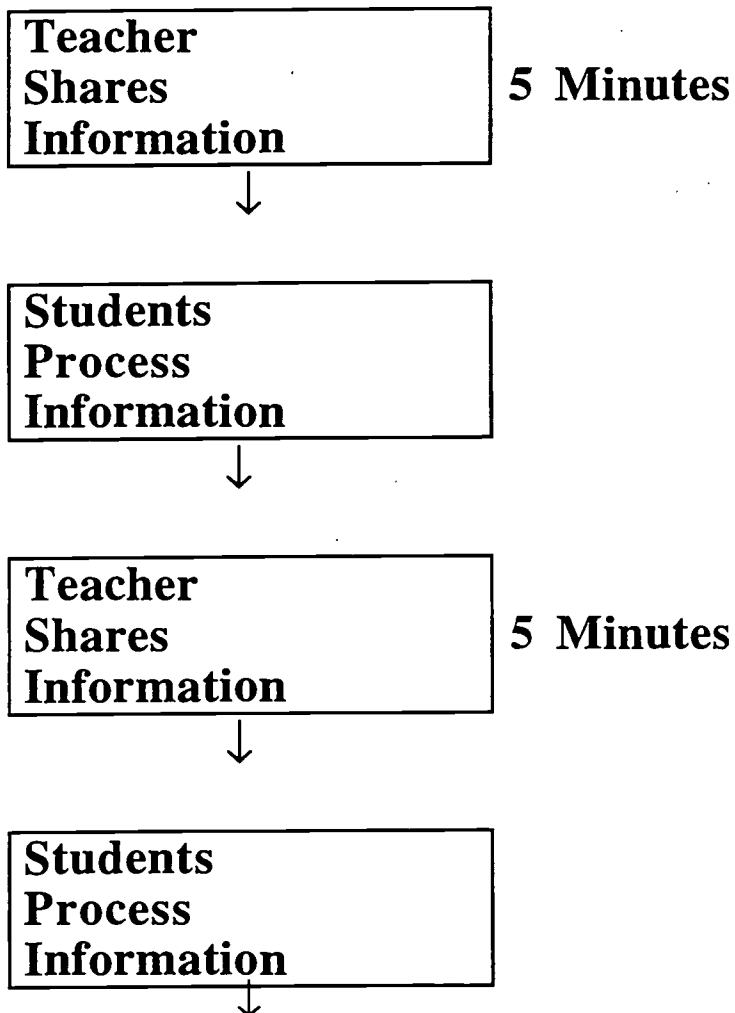
Student will need a sheet of notebook paper. Draw a vertical line down the right-hand fourth of the page. Fold this portion of the page over.

<p>Student takes notes on this portion of the paper as the teacher lectures for 10 minutes</p>	→	→	<p>At the end of 10 minutes, student turns this portion of the paper over and lists as many facts s/he remembers from the lecture</p>
<p>Student draws horizontal line at end of 60 seconds and same process is repeated — 10 minute lecture and ...</p>	→	→	<p>[downloading]</p> <p>Time: 60 seconds</p> <p>60 seconds listing</p>

—Gale Elkins

## Section IV: Activity 9 Handout-Transparency

# Change the Length Break the Lecture into Segments

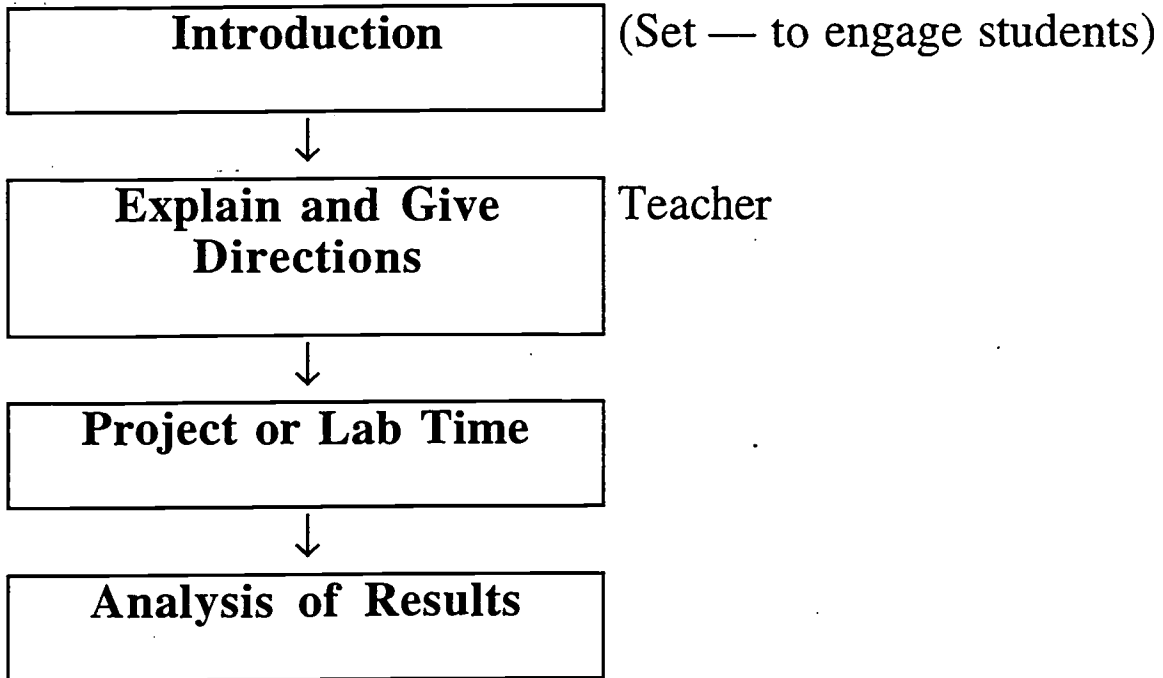


—Gale Elkins

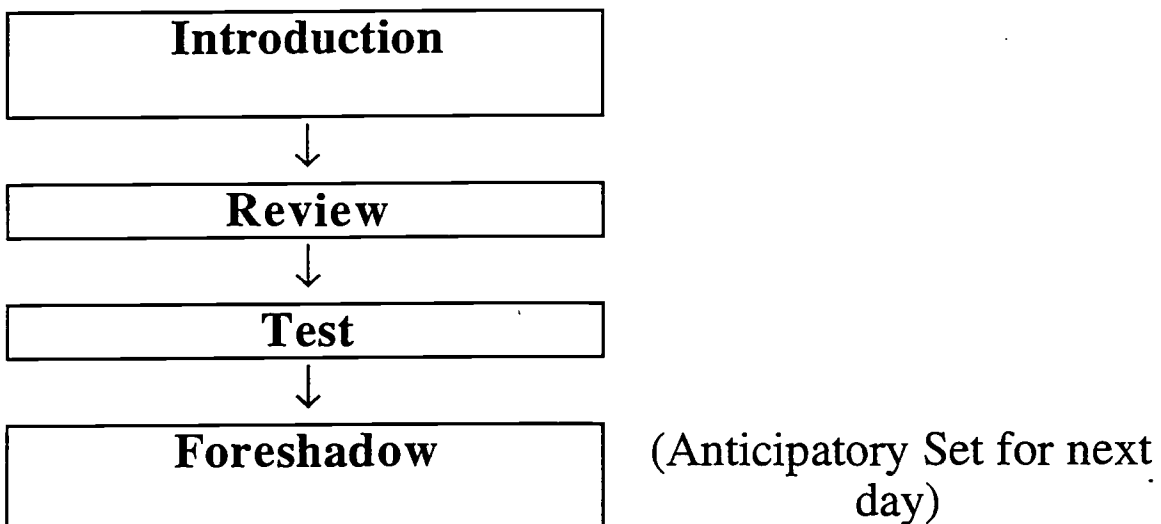
## Section IV: Activity 9 Handout-Transparency

# “The Rule of 3 - 4 - 5”

Template for Lab or Project



Template for Test Day



## **Section IV: Activity 9 Transparency**

# **ENGAGEMENT**

**When students are engaged, they:**

- **Are attracted to their work**
- **Persist in their work despite challenges and obstacles**
- **Take visible delight in accomplishing their work**

**- Phil Schlechy (1994)**



**Section IV: Activity 9**  
**Transparency**

**Performance Tasks Should Be:**

**ENGAGING**

**RIGOROUS**

**COHERENT**

**VALID**

**MEASURABLE**

**- Wong and Wong**

## Section IV: Activity 9

### Notes: Performance Tasks

Performance tasks should be:

ENGAGING	Tasks should connect students with the learning process so that students get involved and think creatively about the task.
RIGOROUS	Tasks should involve the application of higher order thinking and problem solving. Refer to the inclusion of Bloom's Taxonomy and Marzano's Thinking Skills in the <i>NC Standard Course of Study</i> .
COHERENT	Tasks should be connected, using several transitions. Students should be able to move from one component of the task to another, eventually arriving at a culminating product or performance.
VALID	Resulting product or performance clearly relates to the learning goals and objectives of the curriculum.
MEASURABLE	Develop criteria, models and scoring tools (rubrics) for the task. Consider models found in <i>NC End-of-Grade/End-of-Course Tests, Testlets</i> and <i>NC Writing Assessment</i> .

## **Section IV: Activity 9**

### **Transparency**

# **TIME**

**What do you know about . . .**

- **Allocated Time?**
- **Instructional Time?**
- **Engaged Time?**
- **Academic Learning Time?**

## Section IV: Activity 9

### Notes: Time

#### What Do You Know About . . .

- Allocated Time?** The amount of time given to a student for learning
- school calendar of 180 days
  - at least 5.5 hours for instruction each day
- \* The total time within which teacher instruction and student learning can take place. Total time should be **100 %**.
- Instructional Time?**
- \* The time you can observe a teacher instructing/teaching. Teacher is the focus in the room. Typical teachers use about **90 % of the Allocated Time**.
- Engaged Time?**
- \* The time you can see the student engaged or involved in a task. Students are the focus and they are on-task. The teacher facilitates. About **75 % of the Allocated Time** is engaged time.
- Academic Learning Time?**
- \* The time that the teacher can prove or demonstrate that the student comprehended, learned the content or mastered the skill. About **35 % of the Allocated Time**. This is the time students spend demonstrating the skill. Academic Learning Time has nothing to do with worksheets, boardwork, storytelling, or lecturing.
- \* The ineffective teacher spends time "covering materials." The effective teacher will have students working, earning their own success.

#### Bottom Line:

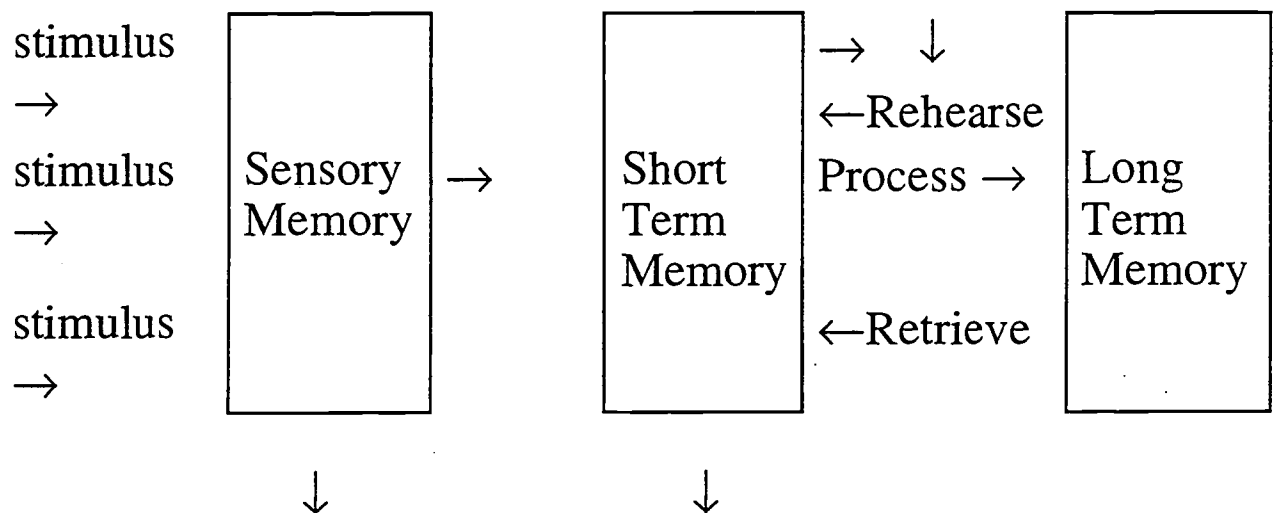
- Did the student learn what you wanted him or her to learn?
- Can you prove or show that the student learned what you wanted the student to learn?

\*Wong and Wong. *The First Days of School*

## Section IV: Activity 9 Handout-Transparency

# RETENTION THEORY

**“the degree of original learning”**



If not transferred to next stage, it is  
forgotten!

—Gale Elkins

**Section IV: Activity 9**  
**Handout-Transparency**

***Ideas to Use When Students Are  
Processing Information***

Choral Response

“Pivot”

“Place Your Bets”

Clock Appointments

“60 Second Power Write”

Response Cards

## Section IV: Activity 9

### Handout-Notes

#### Ideas to Use When Students Are Processing Information:

##### **Choral Response**

When directed to do so, students respond in chorus. For example, a math teacher is working a formula on the overhead projector. When the teacher stops, the students call out the next part of the formula in chorus.

##### **Pivot**

During a lecture, a science teacher calls out, "Pivot." Using pre-established procedures and having already designated members of each pair, students sit knee to knee. Students have already established who will be A and who will be B. A teaches B what s/he has learned so far. B listens and fills in any gaps. The teacher stops at different points in the lecture, calls out "Pivot," and gives the student different tasks to discuss. As the teacher says, "It's tough to get out of pairs," A and B reverse roles.

##### **Place Your Bets**

Students are told to get in pairs. Pairs are told they have \$100 to bet on getting the correct answers to three questions. The minimum bet is \$10. Each pair reads the question and bets a certain amount of money. The teacher shows the answer and the class discusses the correct response. "Pairs" win dollars if their answer is correct and lose dollars if not. At the end, there is a prize for the pair with the most money.

##### **Clock Appointments**

Students are given a large clock face with 12:00, 3:00, 6:00 and 9:00 marked on the face. The teacher asks the students to get up and "set appointments" with four other students—one for 12:00, one for 3:00, one for 6:00 and one for 9:00. When the teacher asks the students to process information, s/he says, "Meet with your 12:00 o'clock appointment." The next time s/he says, "Meet with your 3:00 o'clock appointment," etc.

##### **60 Second Power Write**

Students take a sheet of notebook paper and draw a line vertically down the right-hand fourth of the page. Students take notes on the left-hand portion of the page as the teacher lectures for 10 minutes. At the end of 10 minutes, students turn this portion of the paper back and list as many facts as they can remember in 60 seconds (downloading). The procedure is repeated throughout the lecture.

## Section IV: Activity 9 Handout-Transparency

### Which Teaching Strategy Fosters Student Accomplishment?

Look at the twelve teaching strategies listed below. Decide which factor is the most important in helping students to achieve.

\_\_\_\_ Audiovisual

\_\_\_\_ Presentation Mode

\_\_\_\_ Grading

\_\_\_\_ Questioning

\_\_\_\_ Inquiry-Discovery

\_\_\_\_ Testing

\_\_\_\_ Focusing on Objectives

\_\_\_\_ Teacher Direction

\_\_\_\_ Hands-on Manipulation

\_\_\_\_ Wait Time

\_\_\_\_ Modifying text/materials

\_\_\_\_ Miscellaneous

From the Research of Kevin Wise and James Okey

“A Meta-analysis of the Effects of Various Science Teaching Strategies on Achievement,” *Journal of Research in Science Teaching*, 1983, pp. 419-435



## **Section IV: Activity 9 Handout-Transparency**

### **What Do Constructivist Teachers Do?**

- **Seek out and use student questions and ideas**
- **Promote student leadership and collaboration**
- **Use students' thinking**
- **Encourage alternative sources of information**
- **Encourage students to predict, suggest, challenge and test their ideas**
- **Encourage cooperation learning strategies**
- **Encourage adequate time for reflection and analysis**
- **Encourage self-assessment**

## SECTION IV : ACTIVITY 10

TIME	PURPOSE	SETTING	MATERIALS
20 minutes	<ul style="list-style-type: none"> <li>To analyze lesson plans previously written by participants</li> </ul>	Partners/Pairs	Lesson Plan (participant brings this to activity) Handout Overhead Projector Transparency

### Set task

Handout and  
Transparency—

“Questions Teachers  
Ask?”

Using “Questions Teachers Ask . . .” (Activity 8), participants will analyze lesson plans they wrote previously. After analyzing plans, tell them to select a partner at their table and share analyses. Edit and revise plans as needed.

## Section IV: Activity 10

### Handout-Transparency

#### Lesson Evaluation

Questions	Yes	No
Objectives were relevant and realistic in terms of intent and number.		
The delivery system was varied enough to accommodate different learning modalities.		
Lesson was organized into the quartile system (one fourth of the class period each for <i>direct instruction</i> , <i>class discussion</i> , <i>cooperative group work</i> , and <i>independent time</i> ).		
Directions were clear and to the point.		
Selected questions and activities were representative of different levels of the cognitive and creative taxonomies.		
Method of assessment was appropriate for this lesson.		
Lesson was differentiated (content level, learning tasks, resources, delivery systems) to meet students' needs.		
Alternatives to the textbook (posters, learning centers, audio visuals, technology, etc.) were used.		

## SECTION IV : ACTIVITY 11

TIME	PURPOSE	SETTING	MATERIALS
60 minutes	<ul style="list-style-type: none"> <li>To examine a variety of lesson plan formats</li> <li>To determine which lesson plan formats are effective for different types of lessons</li> </ul>	Individuals Partners Table Groups Whole Group	Planning Guides Lesson Plan Formats Handouts Overhead Projector Transparencies

### Mini-lecture

Trainer Notes

Handouts and  
Transparencies—

Lesson Plans—  
Six/Eight-Step  
Instructional  
Review  
Diagnostic

Action Flow  
Review Day  
Video  
Learning Modalities  
Block  
Multiple Intelligences

Model the following strategies for the group:

- “60-Second Power Write”
- “Pivot”
- Choral Response

During the mini-lecture, give participants the opportunity to use these strategies. Share and explain various lesson plan formats. Stop at intervals for table groups to discuss the appropriateness of various lesson formats for several content areas. You may ask, “Will this format fit a \_\_\_\_ lesson?” or “What kind of a lesson would you design using this format?” or “Can you think of another way this format could be used?”

### Planning Guides

Planning Guides

Tell the participants to develop a mini-lesson of their own choosing using several of the formats introduced. Share mini-lessons with persons at table.

## Section IV: Activity 11 Handout-Transparency

### Three Kinds of Lessons

Instructional Lesson Plan	Review Lesson Plan	Diagnostic Lesson Plan
I. WARM-UP/ANTICIPATORY SET	I. WARM-UP/ANTICIPATORY SET	I. WARM-UP/ANTICIPATORY SET
II. Statement of OBJECTIVES learning purpose transfer motivation	II. Statement of OBJECTIVES	II. Statement of OBJECTIVES
III. INTRODUCTORY ACTIVITY Pre-test "quickie" (Optional)	III. INTRODUCTORY ACTIVITY Pre-test if there has been a time lapse	III. ASSESSMENT Test Administered No teaching Records prepared and used No knowledge of results No closure
IV. DEVELOPMENTAL ACTIVITY Teach one activity (No "birdwalking")	IV. GUIDED PRACTICE	
V. GUIDED PRACTICE	V. DEVELOPMENTAL ACTIVITIES Re-teach if necessary	
VI. INDEPENDENT PRACTICE Activity-Practice/overt behavior	VI. ASSESSMENT Post-test	
VII. ASSESSMENT	VII. CLOSURE	
VIII. CLOSURE	VIII. FOLLOW-UP/HOMEWORK	
IX. FOLLOW-UP/HOMEWORK		

## Section IV: Activity 11 Handout

### PLANNING GUIDE

SUBJECT: \_\_\_\_\_ DATE: \_\_\_\_\_

#### WARM-UP

#### STATEMENT OF OBJECTIVE

What do I want students to be able to do?

#### INTRODUCTORY ACTIVITY

How will I explain or demonstrate what students should be able to do as a result of this lesson? Why should they do it?

#### DEVELOPMENTAL ACTIVITIES (*Teacher-Directed*)

What sequence of activities will I use?

#### PRACTICE ACTIVITY (*Teacher Guided*)

What will we do together to use the information or skill?

#### INDEPENDENT ACTIVITY (*Teacher Observed*)

What similar activities will I ask students to do on their own?

#### ASSESSMENT ACTIVITY

How will I know (what evidence) if the students accomplished the objective

#### CLOSURE

#### FOLLOW-UP/HOMEWORK (*Reinforcement of Learning*)

**Section IV: Activity 11**  
**Handout-Transparency**

**ACTION FLOW LESSON PLAN**

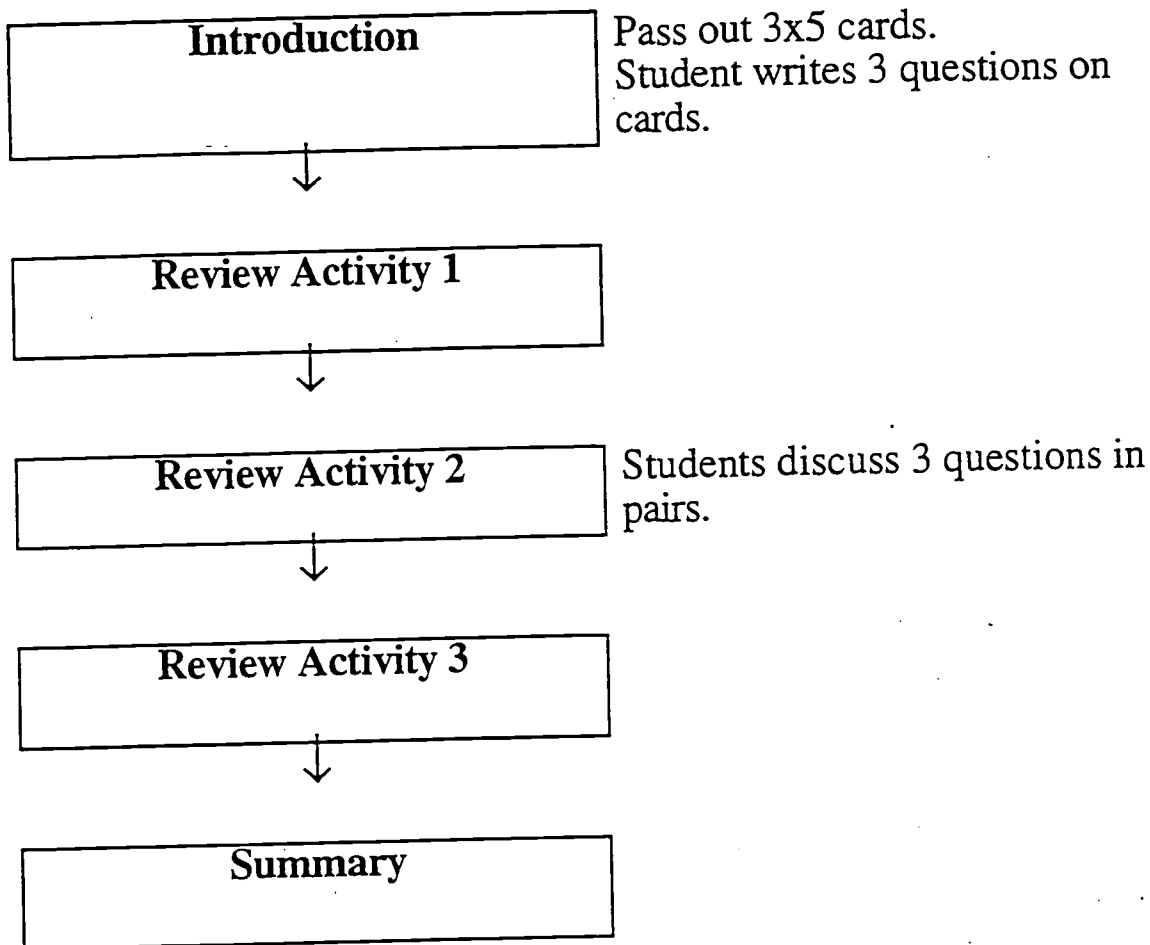
**Write / Share / Learn**

- **The Question — All Write**
- **Attentive Discussion**
- **Sharing Pairs**
- **Attentive Lecture**
- **Outcome Sentences**
  - **I learned. . .**
  - **I was surprised . . .**
  - **I'm beginning to wonder . . .**
  - **I rediscovered . . .**
  - **I feel . . .**
  - **I think I will. . .**

## Section IV: Activity 11

### Handout-Transparency

#### Review Day

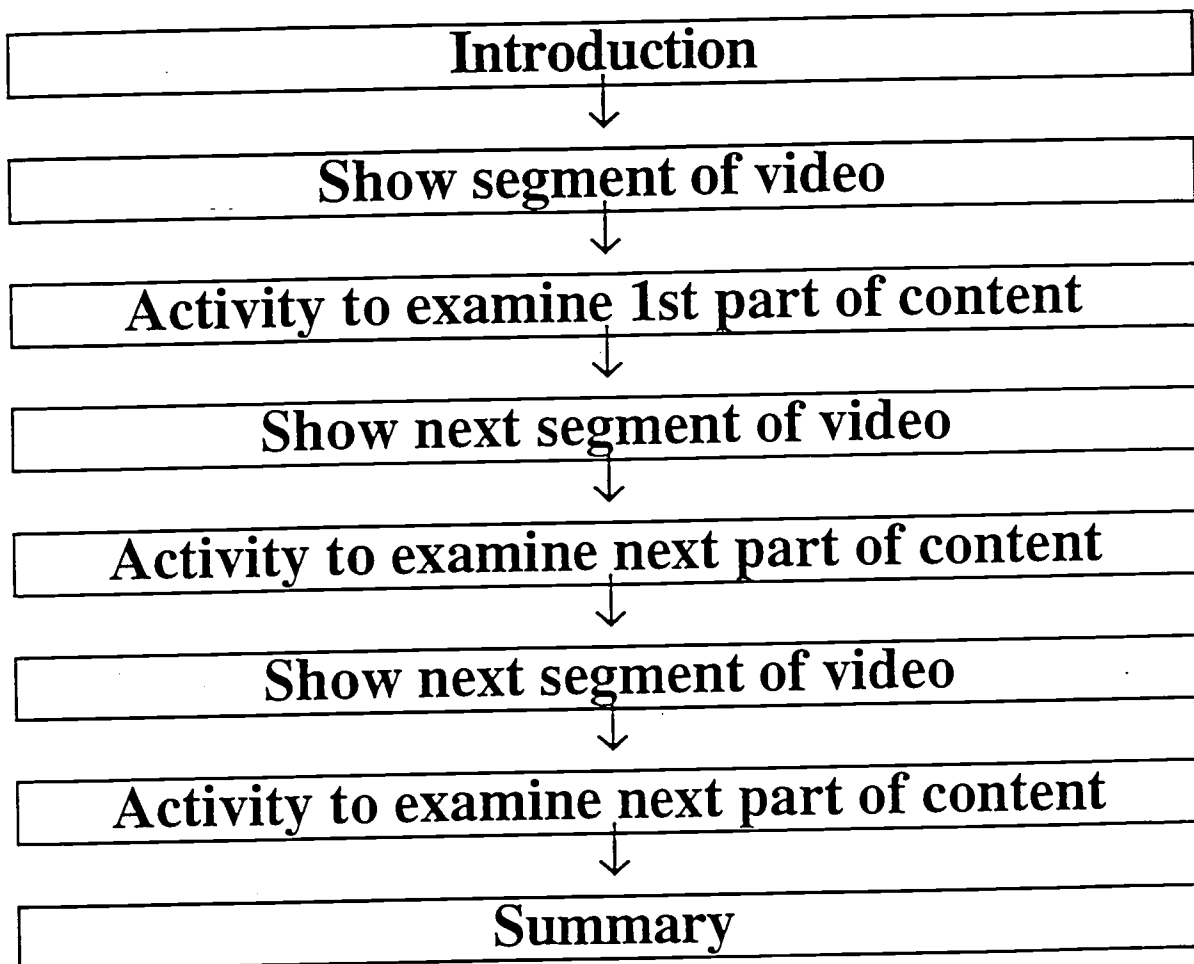


—Gale Elkins



**Section IV: Activity 11**  
**Handout-Transparency**

# **Showing a Video-tape**



—Gale Elkins

## Section IV: Activity 11

### Handout

## MODALITY PREFERENCES

### Lesson Plan

**Lesson Title:** Photosynthesis: Converting Sunlight to Food  
**Objective:** To learn the process of photosynthesis  
**Learner Outcome:** Students will be able to explain the process of photosynthesis  
Students will be able to relate the concept of transformation and change to their own lives.  
**Resources:** Text material, journals, note cards and markers

#### Sample Learning Activities:

**Verbal:** Read textbook selection describing photosynthesis and appropriate vocabulary. Write a journal entry that reflects a personally transformative experience.  
**Kinesthetic:** Role play the 'characters' involved in the process of photosynthesis  
**Tactile:** Create a timeline of the steps of photosynthesis on note cards. Place in sequential order over clothesline or on chalkboard  
**Auditory:** In small groups, discuss the transformative roles of chloroplasts and draw parallels to student lives

#### A Vocabulary Activity for All Modalities:

1. Assign cooperative groups of three students.
2. Assign roles:  
Actor: Each member of the group  
Coach: Makes sure that all group members know the words  
Director: Distributes the words and decides the order of the words to be introduced.
3. Begin the activity by having the director distribute blank 3x5 note cards, one card for each vocabulary word. Words can be listed on paper or on the chalkboard.
4. Members write each vocabulary word assigned to them by the director on one side of the card and the meaning on the other side. Teams can use a dictionary, textbook glossary, etc.
5. Each member learns the words assigned and decides on the best action to teach the word to the group.
6. Each member teaches his or her words to the group. As a word is taught, all members do the motion while saying the word and the meaning several times.
7. The coach has each member review all of the words for a final check.
8. Have the class stand in a circle. The teacher calls out a word and the students do the learned action while saying the word and the meaning.

(Vocabulary activity adapted from Carolyn Chapman's book, *If the Shoe Fits*, published by IRI/Skylight Publishing, 1993.)

# Section IV: Activity 11

## Handout-Transparency

### BLOCK LESSON DESIGN

Course Title:

Course Unit:

Instructional Objective:

Materials:

⇒ A

TIME	PLAN
	Set (Hook to past learning/experience. Organizer, Practice) <b>C</b>
	⇓
⇒ B	<b>D</b>
	⇑
	Closure: (Summarization, Categorization, Practice) <b>E</b>

**F**

**Strategies:** (Check or Circle)  
 Discussion, Lecture, Journal Writing, Cooperative Learning (Round Table, Pairs  
 Compare, Think/Pair/Share, Line Ups, Find Someone Who, Inside/Outside Circle),  
 Graphic Organizer, Worksheet, Individual Projects, Computer Assisted, Audio Visual,  
 Seminar, Laboratory, Other \_\_\_\_\_

—

## Section IV: Activity 11 Handout

### Block Lesson Design

#### Section A:

This section has all of the **identifying information** for a lesson, moving from general to specific. The general course title and unit are identified first, followed by the objective. The objective should be written in terms of the learner.

#### Section B:

This column is designated for **increments of time**. Times may vary and should be adjusted according to content and teaching/learning strategies. The following is a suggested format for sections C, D and E:

C	The Set	10 minutes
D	The Body of the Lesson	3 sections of 30, 30 and 20 minutes
E	The Closure	10 minutes

#### Section C:

This section stresses the importance of **beginning each lesson** with some type of mental set for the students. Getting students on the right page mentally is essential for helping them focus on the specific learning objectives for the day. In order to achieve this purpose, teachers are encouraged to use a variety of options. Included among them are Anticipatory Set, Review, Warm-up Activity, Graphic Organizer and Practice Activity. **The key element of any set is that the learner should be actively involved.**

#### Section D:

The **body of the lesson** is divided into three sections. This format encourages the teacher to "chunk" the learning into smaller increments. This helps the learner to process the information. **The essential element of chunking is to divide the learning into meaningful parts that are manageable for the students. To do so, increases the probability of learning.**

According to effective instruction research, teachers may use a variety of methods in this section. Some sources suggest that the main teacher input should occur in the first section of time, followed by student involvement. Appropriate transitions should be used to bridge each section. Regardless of the method chosen, the **body of the lesson** should include time for teacher input, active student involvement with the learning and higher order thinking skills.

#### Section E:

The **closure** section of this format allows time for students to summarize their learning, categorize the learning, or in some way highlight the essential learnings from the lesson. Closure will also enhance learners' abilities to apply this learning to future lessons.

#### Section F:

A list of **strategies** is included to ensure a variety of methods and approaches to learning. This variety will also help the teacher to address student learning styles.

## Section IV: Activity 11 Handout

### 100 MINUTE LESSON DESIGN PLAN

**COURSE TITLE:** ENGLISH I

**COURSE UNIT:** Narrative Fiction, Writing, Vocabulary (On-going)

**LESSON PLAN OBJECTIVE:** TLW read and examine "The Most Dangerous Game" by analyzing literary terms related to plot.

**MATERIALS:** text, journals, teacher-generated worksheet

TIME	PLAN
10 minutes	Set ( <i>Hook to past learning/experience, Organizer, Practice</i> ) Journal writing - Imagine yourself as a hunted animal. (write, pair, share)
10 minutes	Editing practice - Daily Oral Language - SV Agreement: Taken from the text of "The Most Dangerous Game" Overhead transparency suggested.
20 minutes	Vocabulary/Literary terms - vocabulary from the context of the passage (p.12). Students will copy, recite, and examine their proper usage in a variety of contexts.
5 minutes	Daily Objective - Concept of Plot development and sequencing in narrative fiction.
30 minutes	Students will listen to audio tape of "The Most Dangerous Game" through to p.21
10 minutes	Discuss (whole group) the story up to this point.
20 minutes	Students will move about the room to complete the worksheet "Find Someone Who..."
5 minutes	Closure: ( <i>Summarization, Categorization, Practice</i> ) Students will restate literary concepts discussed.

**STRATEGIES:** (Check or Circle)

Discussion, Lecture, Journal Writing, Cooperative Learning (Round Robin, Round Table, Pairs Compare, Corners, Think/Pair/Share, Line Ups, Find Someone Who..., Inside/Outside Circle, Graphic Organizer, Worksheet, Individual Projects, Computer Assisted, Audio Visual, Seminar, Laboratory, (List other):

## Section IV: Activity 11 Handout

### 100 MINUTE LESSON DESIGN PLAN

**COURSE TITLE:** ALGEBRA I

**COURSE UNIT:** Unit I - The Language of Algebra

**LESSON PLAN OBJECTIVE:** TLW write numbers in scientific notation and graph and locate sets of real numbers on a number line.

TIME	PLAN
15 minutes	Set ( <i>Hook to past learning/experience, Organizer, Practice</i> ) Review homework on evaluating expressions and exponents.
25 minutes	Teacher lead classroom discussion of powers of ten and show their effect when multiplied by a number. (observation- shortcut by moving the decimal point).  Define natural, whole, and real numbers as well as integers
20 minutes	Teacher lead class discussion and construction of graphing above sets of numbers on the number line.  Students complete related problems page 10 of text book.
35 minutes	Teacher direct students in adding integers by using the number line. Teacher and students develop rules for adding integers.  Students play Integer Bingo followed by beginning of assignment page 20.
5 minutes	Closure: ( <i>Summarization, Categorization, Practice</i> ) Summarize the objectives and continue working on given assignment.

**STRATEGIES:** (Check or Circle)

Discussion, Lecture, Journal Writing, Cooperative Learning (Round Robin, Round Table, Pairs Compare, Corners, Think/Pair/Share, Line Ups, Find Someone Who..., Pair Compare, Inside/Outside Circle), Graphic Organizer, Worksheets, Individual Projects, Computer Assisted, Audio Visual, Seminar, Laboratory

## Section IV: Activity 11 Handout

### LESSON/UNIT PLANNING WITH THE MULTIPLE INTELLIGENCES

Lesson/Unit Title: *Photosynthesis: Converting Sunlight to Food*

Lesson/Unit Objective(s): To learn the process of photosynthesis through seven modes

Anticipated Learner Outcome(s): Students will be able to explain the process of photosynthesis and relate the concept of transformation and change to their own lives.

Environmental Considerations: Posters of the process displayed. music from William Aura's *Lovely Day* album

#### Learning Activities:

<b>LINGUISTIC:</b> Read textbook section describing photosynthesis and appropriate vocabulary.	<b>BODILY/KINESTHETIC:</b> Role play the "characters" involved and the process of photosynthesis.
<b>VISUAL/SPATIAL:</b> With watercolors, paint the process of photosynthesis.	<b>INTERPERSONAL:</b> In small groups, discuss the transformative role of chloroplasts and draw parallels to student lives.
<b>MUSICAL:</b> Compose an original song with lyrics about photosynthesis and change. Play background music.	<b>INTRAPERSONAL:</b> Write a journal entry that reflects on a personally transformative experience.
<b>MATHEMATICAL/LOGICAL:</b> Create a timeline of the steps of photosynthesis.	

Lesson/Unit Sequence:

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1. Linguistic activity         | 2. Mathematical/logical activity |
| 3. Bodily/Kinesthetic activity | 4. Visual/Spatial activity       |
| 5. Musical Activity            | 6. Interpersonal activity        |
| 7. Intrapersonal activity      |                                  |

Assessment Procedures:

- Grade mathematical timeline and/or painting
- Peer evaluation of role plays and/or songs

Materials/Resources Needed:

- |                     |                        |
|---------------------|------------------------|
| 1. Textbooks        | 2. Watercolor supplies |
| 3. Student journals | 4. Keyboard            |

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## Section IV: Activity 11

### Handout-Transparency

#### LESSON/UNIT PLANNING WITH THE MULTIPLE INTELLIGENCES

Lesson/Unit Title: \_\_\_\_\_

Objective(s): \_\_\_\_\_

Anticipated Learner Outcome(s): \_\_\_\_\_

Environmental Considerations: \_\_\_\_\_

Learning Activities: \_\_\_\_\_

LINGUISTIC	BODILY/KINESTHETIC
VISUAL/SPATIAL	INTERPERSONAL
MUSICAL	INTRAPERSONAL
MATHEMATICAL/LOGICAL	

Lesson/Unit Sequence: \_\_\_\_\_

Assessment Procedure: \_\_\_\_\_

Materials/Resources Needed: \_\_\_\_\_

L. Campbell, et al, *Teaching and Learning Through Multiple Intelligences*, 1992



## Section IV: Activity 11 Handout-Transparency

### MINI - LESSON PLANNING SHEET

Name: \_\_\_\_\_ Subject Area: \_\_\_\_\_

Topic: \_\_\_\_\_

Description of a kinesthetic strategy for the topic:

---

---

Description of a visual/spatial strategy for the topic:

---

---

Description of a musical strategy for the topic:

---

---

Description of an interpersonal strategy for the topic:

---

---

Description of an intrapersonal strategy for the topic:

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---

Description of a mathematical/logical strategy for the topic:

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L. Campbell, et al, *Teaching and Learning Through Multiple Intelligences*, 1992

## SECTION IV : ACTIVITY 12

TIME	PURPOSE	SETTING	MATERIALS
Time is arranged at the discretion of the facilitator	<ul style="list-style-type: none"> <li>To synthesize knowledge gained in this section to design effective lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>Individuals</li> <li>Partners</li> </ul>	<ul style="list-style-type: none"> <li>Self-directed</li> <li>Evaluation Sheet</li> </ul>

### Final Homework Assignment

Tell participants to select two of the lesson plan formats introduced, other than the Six-Step Plan, and design lessons for students that they teach.

### Evaluation

Evaluation Sheet

Direct participants to tape-record or video-tape the lessons taught using the plans. Tell participants to select a partner to evaluate the video-tape and/or tape recording and give them feedback.

## **Section V: Classroom Organization**

## SECTION V: ACTIVITY 13

TIME	PURPOSE	SETTING	MATERIALS
50 minutes	<ul style="list-style-type: none"> <li>To establish the need for agreed-upon roles, routines, procedures and expectations</li> </ul>	Whole group	Barbell Activity materials indicated in trainer notes Trainer notes Chart paper Marker Masking tape

### Introduce the task

Barbell activity directions

Ask for volunteers from the group to take part in a demonstration that will not put them on the spot or be embarrassing. See the accompanying Barbell Activity Directions for specifics.

### Direct the activity

Barbell activity materials

Conduct the activity as indicated by the accompanying Barbell Activity Directions.

### Facilitate processing

Chart paper  
Marker  
Masking tape

Ask members of the work group to comment on how they felt as they were carrying out their assignment. Ask participants what things needed to be in place to help the group. Record on chart paper and post. Ask participants how to improve the process. See trainer notes for specifics.

### Redesign the activity

Barbell activity materials

Allow participants to redesign the activity based upon their answers to the previous questions. Again, allow three minutes for the activity.

### Facilitate transfer

Chart paper  
Marker  
Masking tape

Have the worker group describe how they felt and have participants discuss characteristics of the functioning that enabled the workers to have positive feelings and to be successful. Record major points on a chart and post. Ask participants to relate this list to a classroom environment. Make a second chart of those things that the group feels are important for students and teacher to function successfully in a learning environment. Save the charts for the next activity.

## Section V: Activity 13

### Notes: Barbell Activity

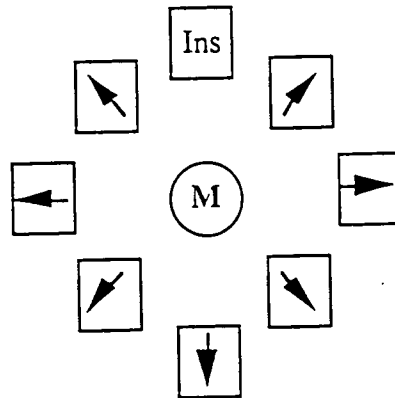
#### Barbell activity materials

one large can of Tinker Toys  
a timer  
7 brown paper lunch bags  
chart paper  
masking tape  
markers  
manila folder with directions for the leader  
manila folder with directions for the inspector  
large empty box

#### Barbell set-up

Prepare 7 bags of Tinker Toys with assorted parts. Verify that no person has all of the pieces required to meet project specifications. Arrange 8 chairs in a circle, backs to the center. The inspector is seated in one of the chairs with a large empty box for any finished products that meet specifications. Workers sit in chairs in the circle, each with a bag of supplies. The manager/leader stands in the center of the circle.

#### Room Arrangement for Barbell Activity



M = Manager

Ins = Inspector

□ = Workers (seated)

○ = Manager (standing)

↓ = direction of Workers

*(Barbell Activity adapted from NCDPI Aligned Management Training)*

## Section V: Activity 13

### Notes: Barbell Activity (2)

#### Barbell activity directions

Explain to participants that they will be creating a work environment whose job it is to produce barbells. Ask volunteers to accept positions as workers, a leader, and an inspector. Give the leader a folder containing his/her directions. Give the inspector a folder containing his/her directions. As they read, tell the audience participants that their role is to observe the process within this work environment. Direct the workers as follows:

*Put the bag of supplies on your lap, but do not open it. The person to the inspector's left will begin the process. He/she will take one part from the supply bag and pass it to the person on his/her left. Each worker may add one part, remove one part, or pass the product on unchanged. The last person will give the barbell to the inspector who will either put it in the completed box or send it back for rework. The quota is 5 products in 3 minutes. Begin.*

#### Facilitate processing

Guide the entire group through a debriefing. As you discuss and record those things that were missing from the process, highlight the absence of standards, expectations, organization, procedures, and worker input. Emphasize that putting a supportive structure in place where everyone knows what is expected and what procedures to follow and where everyone is involved and contributing would enhance the process. Also, of course, a humanistic leader would be beneficial. Use any of the following questions to make these points:

*What were the problems in the process that made it difficult for workers to be successful?  
What important elements of getting a job done were missing?  
What would have improved the process?  
How successful were the workers?  
How successful was the leader?  
What could be changed to enable the group to be successful?*

#### Redesign activity

Allow the group 2 minutes to decide how to improve upon the process, then 3 minutes to complete the redesigned barbell activity.

#### Facilitate transfer

(To aid in facilitating transfer, it is recommended that the trainer read activity 14 in advance.)  
Encourage participants to apply the concepts from the barbell activity to a learning situation. Ask what aspects of the work environment observed during the barbell activity have application to the classroom.

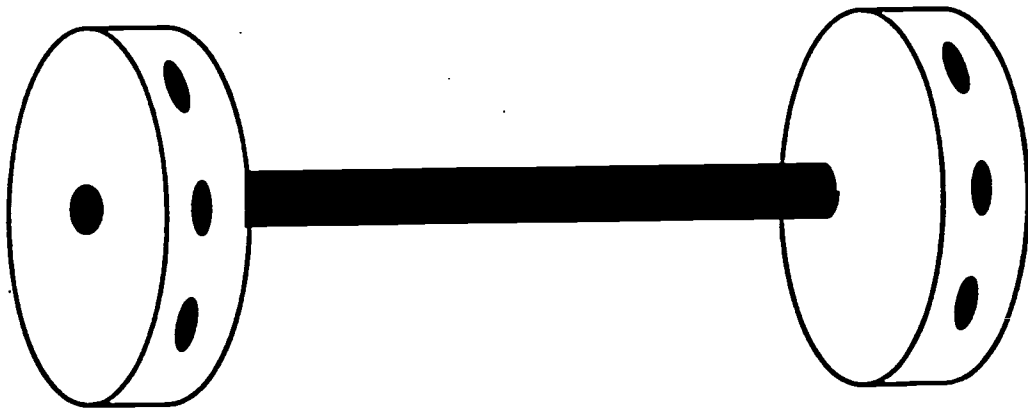
**Section V: Activity 13**  
**Directions: Barbell Activity (3)**

# **Leader/Manager Directions**

You are not to share your directions or explain yourself to others in any way.

Ignore questions, comments, and suggestions.

Tell workers only to work harder, work faster, do a better job!



**Section V: Activity 13**  
**Directions: Barbell Activity (4)**

# **Inspector**

You are not to share your directions with others.

Do not respond to questions or suggestions.

Look discreetly at the model of the barbell picture below and accept only those products that meet the specifications exactly.

Reroute other products telling workers only that “this is wrong,” “rework” or “do a better job.”



## SECTION V: ACTIVITY 14

TIME	PURPOSE	SETTING	MATERIALS
30 minutes	<ul style="list-style-type: none"> <li>To develop an awareness of the impact of routines and procedures on classroom management and learning</li> </ul>	Whole group Individual Table groups	Chart from preceding activity Blank transparency Overhead projector Marker Wong transparency Trainer notes

### Introduce the topic

Chart from preceding activity

Post the charts from the preceding activity. Have participants recall the things that they found beneficial when working as a group. Ask participants to relate this activity to a class of students, drawing comparisons of the need for organization. Discuss with participants the importance of developing routines and procedures within a learning environment. Explain that systems of organization help students understand expectations and function within a set of standards, thereby greatly reducing behavior problems in the class. Routines and procedures are essential to classroom management and may be thought of as "fences that free," meaning that students are free to make decisions and carry out their work as long as they follow the agreed-upon processes.

### Define routines and procedures

Ask participants to individually jot down on a piece of paper a definition for the term "routine" and one for "procedure". Have them discuss at table groups and agree on a definition for both terms.

### Discuss routines and procedures

Blank transparency  
 Marker  
 Wong transparency  
 Trainer notes

Ask table groups to share definitions. Record on an overhead as groups share. Use trainer notes and the Wong transparency to lead participants to understand the importance of routines and procedures.

### Summarize

Again using table groups, ask, "What impact would routines and procedures have on a classroom?" To close, have each table group summarize their small group discussion for the larger group.

Section V: Activity 14  
Transparency

*“The number one problem in the classroom is not discipline; it is the lack of procedures and routines.”*

---

“A **routine** is what the student does automatically without prompting or supervision.”

---

“A **procedure** is simply a method or process for how things are to be done in the classroom.”

from The First Days of School by Wong & Wong

## Section V: Activity 14

### Notes: Routines and Procedures

#### Routines and procedures

Routines and procedures are essential to the smooth functioning of a classroom. Routines are those mechanical operations that students put into place without being told to. Teachers must be aware of the routines that they put in operation informally in their class.

Procedures are steps that are followed in completing a task. It is a teacher's responsibility to clearly establish procedures, **to teach them, and to revisit them periodically.**

Procedures differ from a discipline plan in that they are preventive, proactive steps that teachers take to reduce the occurrence of misbehavior, and hence, the need for punishment (discipline). Procedures are something done in advance and are not associated with a punitive consequence.

Procedures are a part of our daily world. Students can be asked to give examples of procedures when the concept is introduced. One might share the procedure for checking out a book from the public library, the procedure for obtaining a driver's license, or the procedure for washing a load of clothes in a washing machine.

Procedures must be taught, reviewed, and reinforced. If the year is to go smoothly, much of the first week of school will be spent teaching procedures. First, there should be a discussion, formation, and explanation of the procedure. This should be followed by modeling. Show students what you expect and have them practice. Reinforce correct behaviors by commenting on their performance when students follow procedures. Point out how beneficial it is to the learning environment. And, from time to time, review the procedures, repeating the rehearsal, as necessary.

If a student does not follow a certain procedure, focus on the steps, not the student. Say something like, "John, do you remember our procedure for afternoon dismissal?" Give the student an opportunity to take his or her cues from other students who are following the procedure as well as an opportunity to self-correct.

**In an orderly classroom, there is a procedure for everything!**

## SECTION V: ACTIVITY 15

TIME	PURPOSE	SETTING	MATERIALS
75 minutes	<ul style="list-style-type: none"> <li>To gain skill in the development of procedures which promote classroom management and learning</li> </ul>	Whole group Small groups	Chart paper Marker Sticky dots Flow chart templates and transparencies Morning opening transparency Overhead projector

### Introduce procedures

Chart paper  
Marker

Tell participants that the focus of this session will be to share procedures which are critical to successful classroom management. Begin by asking participants to brainstorm a list of questions that students need answered by the formulation of a classroom procedure. An example can be given to get teachers started such as, "What do I do when I first come into the classroom in the morning?" Go around tables having each participant name a thing that a teacher would want done that would require a procedure, or a question that a student would need answered. See trainer notes for recording method.

### Conduct light voting

Sticky dots  
Trainer notes

Distribute a set of four sticky dots to each participant. Tell participants they will now participate in light voting to determine which of the listed areas are perceived as most important. Each participant will vote for four items, using different values. Tally the marks and use those with the highest ratings to distribute for the development of procedures. See trainer notes for specific directions.

### Facilitate the development of procedures

Flow chart  
transparencies  
Morning opening  
transparency  
Trainer notes

Divide participants into groups of three. Assign each group a procedure to develop, beginning with the one that got the highest rating and working in descending order until all groups have a topic. Explain to participants that they should prepare a finished product of a flow chart on the transparency that you provide and should prepare to share it with the group. See trainer notes. Use the transparency of the morning opening procedures to "walk them through" a sample procedure. Allow work time.

### Lead sharing

Flow chart templates

Have each group display their transparency on the overhead and discuss it as others use multiple copies of the flow chart template to copy and complete a flow chart for each procedure.

### Summarize

Close by having each participant name a procedure that they will put in place prior to the next meeting. Record.

## Section V: Activity 15

### Notes: Procedures

#### Procedures

Divide chart paper down the center. Ask a volunteer to record participant ideas using the right side of the paper. Reserve the left side for placing of sticky dots in light voting. Check to see that multiple areas have been considered in the list of needed procedures. The list may include: bathroom breaks, pencil sharpening, morning entry, afternoon dismissal, asking a question/for help, turning in an assignment, completing homework, returning from an absence, fire drill, finishing work early, locker breaks, class changes, going to lunch, going to recess/electives, working in groups, and visitors in the classroom. This is a sample list. Much of the need for procedures is determined by grade level. All of the above items do not have to be included and participants may add to these suggestions.

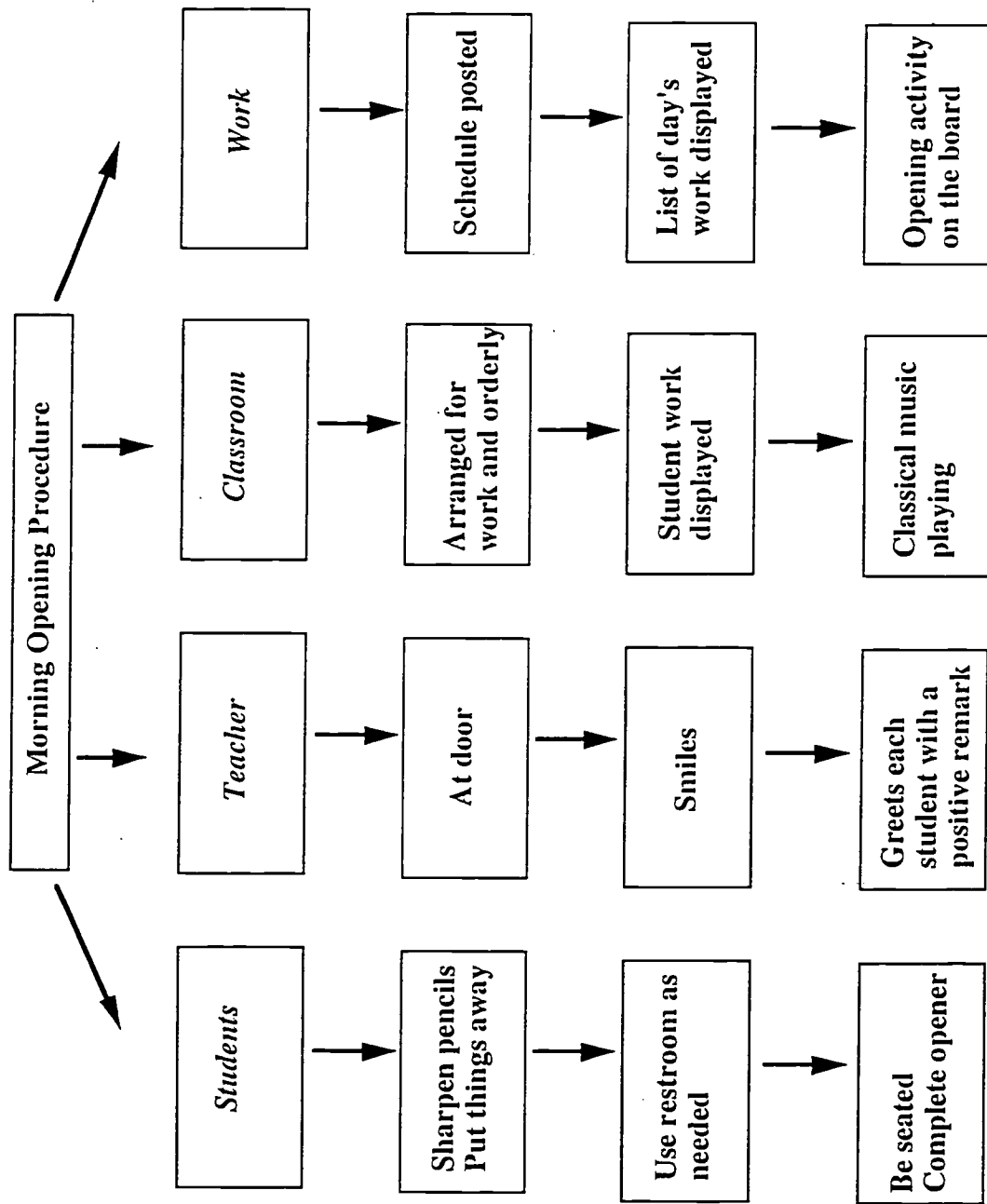
#### Light voting

Light voting is a system of weighted voting. Give each participant four sticky dots. Have them write one numeral on each dot, using the numerals 1, 2, 3, and 4. Ask participants to carefully consider the list they have generated of occurrences in a classroom calling for a procedure. Tell participants individually to determine the one thing that they think is most important to have a system in place to address and put their "4" sticky dot on the chart next to that item. Look for their next priority and place their sticky dot with a "3" on it beside that item. Do the same for the remaining two dots. Add up the dots and the highest sums indicate those items that are most important for which to develop procedures.

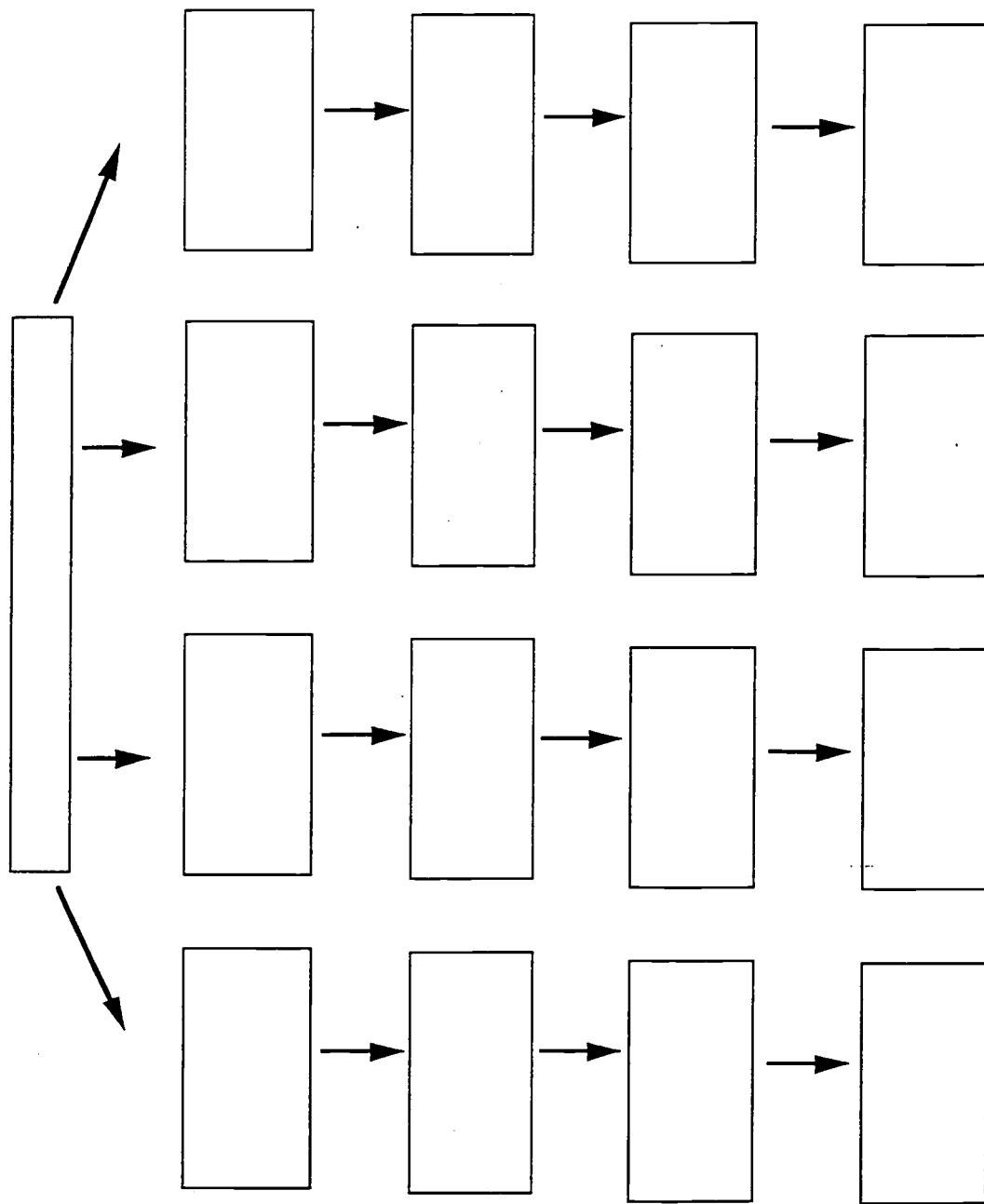
#### Flow charts

Since most procedures are sequential, that is, a step-by-step listing of what a student is to do, the use of a flow chart should be helpful. Two types are provided here. One is more linear and straight-forward; the other is useful when there is a need for more than one thing to happen simultaneously. Have multiple copies of both types of flow charts in transparency and paper form available for participants. It is important that each member of the audience group has a template for recording each procedure as they are presented.

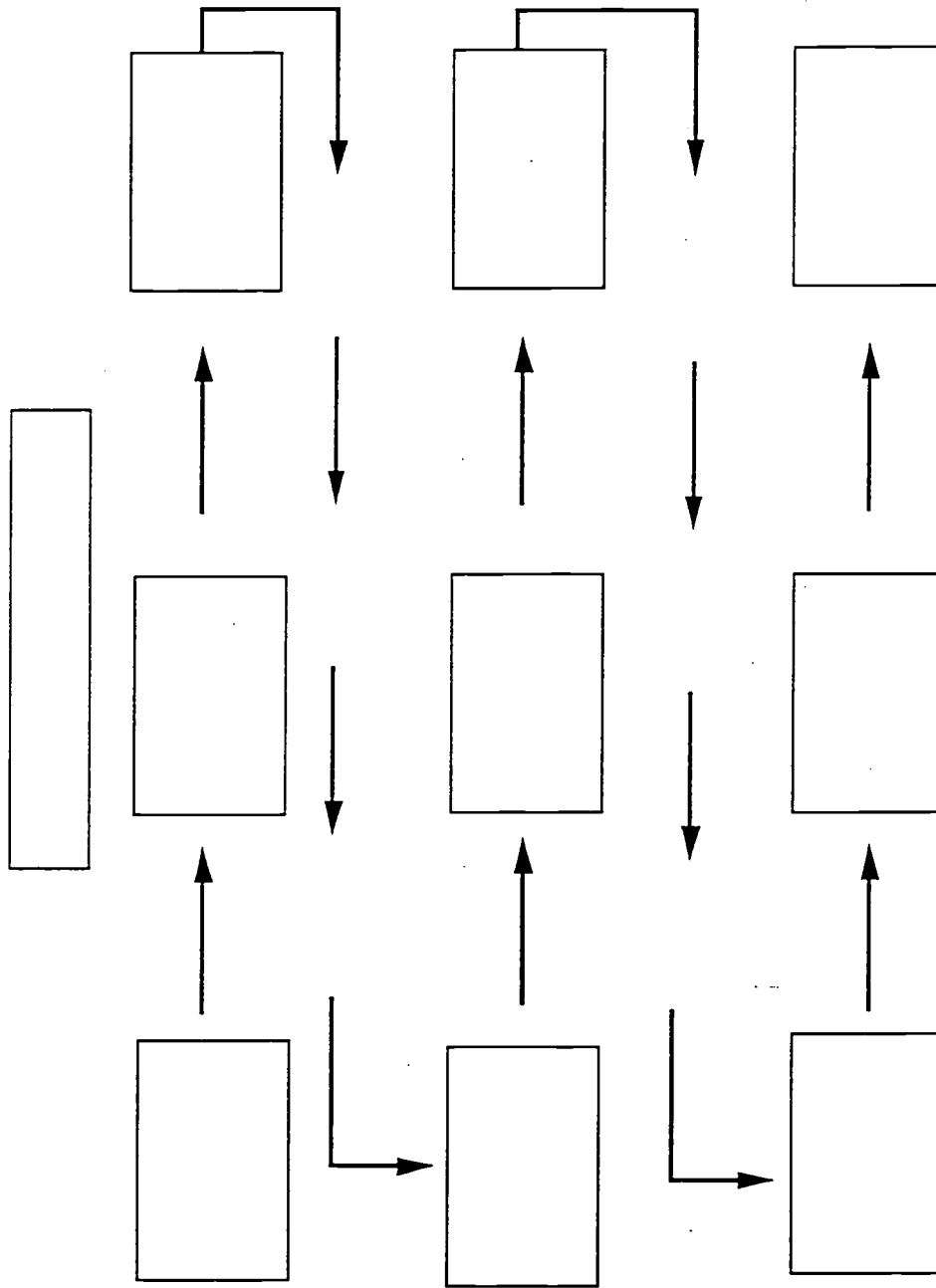
## Section V: Activity 15 Transparency (1)



## Section V: Activity 15 Handout and Transparency (2)



Section V: Activity 15  
Handout and Transparency (3)





## **Section VI: Management Strategies**

## SECTION VI: ACTIVITY 16

TIME	PURPOSE	SETTING	MATERIALS
15 minutes	<ul style="list-style-type: none"> <li>To develop an awareness of the need for alternative classroom management strategies</li> </ul>	Whole group	Winnie the Pooh transparency

### Introduce the need

Transparency--Winnie the Pooh

Display and read the Winnie the Pooh quote on the overhead projector.

### Elicit discussion

Ask participants how many were trained in classroom management as a part of their teacher education program. Ask if traditional strategies that were used when they were in school are effective today. Have them give reasons to support their statements.

### Summarize

Emphasize that teachers have had little formal training in this area of vital importance and that they may sometimes have feelings similar to those of Pooh. Point out that traditional methods are largely ineffective because we have very different children called upon to function in a very different type of society than in past generations.

## Section V: Activity 16

### Transparency

“Here is Edward Bear, coming downstairs now, bump, bump, bump, on the back of his head, behind Christopher Robin. It is, as far as he knows, the only way of coming down stairs, but sometimes, he feels that there really is another way... if only he could stop bumping for a moment and think of it.”

*Winnie the Pooh*  
A. A. Milne

## Section VI: Activity 16

### Article (1)

#### Managing Today's Classrooms Finding Alternatives to Control and Compliance

By Scott Willis

ASCD Education Update Back To School Issue  
Volume 38, Number 6, September 1996

What makes the difference between a classroom that runs smoothly and one that is out of control? As the new school year begins, this question will be on the minds of many teachers---new teachers, especially.

Each September, teachers face the perennial challenge of maintaining an orderly classroom. They must make sure students are "on-task" and learning. They must find ways to keep behavior problems to a minimum. And they must decide how to deal with those discipline problems that inevitably arise. Of course, there is no simple recipe.

To help teachers and principals get off to a good start this year, *Education Update* interviewed a number of experts on classroom management. Here's a summary of their advice.

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Classroom management poses bigger challenges today than in the past, most experts agree. "There's no question that it's tougher today for teachers," says Pete DeSisto, director of the Cooperative Discipline Foundation in Easley, S.C. In the past, most students "agreed to be controlled" by the teacher, he says. Today, students are more likely to challenge a teacher's authority. Students' role models from sports and movies promote confrontation, not obedience, he notes.

Traditional approaches to classroom management based on rewards and punishments are proving less effective today, experts find. For some students, the home environment is far more hostile than the classroom, says Phillip Riner of the University of Nevada- Las Vegas, so relying on punishments to control these students is like "trying to put out a fire with a squirt gun". Moreover, if teachers rely on punishments, students weigh the cost of misbehavior. For a particular student, it may be "worth it" to beat up Mary, despite the punishment that follows. Students in such an environment "never develop an ownership of the social responsibility involved," Riner says.

This last point is central to the beliefs of many experts: Authoritarian approaches may get students to comply, but they don't help students develop self-discipline and responsibility. When teachers rely on punishment and praise, they "leave kids at the lowest level of development," says Barbara Coloroso, author of *Kids Are Worth It!: Giving Your Child the Gift of Inner Discipline*. Students' behavior is guided by the question: "What's in it for me?"

Given these considerations, many teachers are seeking new approaches to classroom management that not only work better but also teach better lessons. These teachers hope to instill an intrinsic motivation to do the right thing, so students will behave in a socially responsible way because they want to--- not out of fear.

Establishing rules is one area where teachers can help students build a commitment to being good classroom citizens. When students help determine classroom rules, they take ownership of them, many experts contend.

By contrast, "telling students your rules---using the first week to show them who's in charge---is a way of getting kids to see themselves as either automatons or rebels," says Alfie Kohn, author of *Beyond Discipline: From Compliance to Community*.

If a teacher imposes rules unilaterally, the rules "don't belong to those kids, and the kids don't feel a necessity for them," says Rheta De Vries of the University of Northern Iowa. Instead,

## Section VI: Activity 16

### Article (2)

teachers should “involve children in setting limits, in creating the rules by which they are going to live,” she recommends.

To do this, the teacher can gather students together to discuss “what kind of class do we want this to be?” Or, the teacher can wait until a problem arises, so that rule making “stems from efforts to solve real problems.” For example, if too many students are crowded into an activity center, the teacher could ask, “Do we need guidelines for using centers?” The class should discuss a need for such a rule: How will it help us? “It’s important for children themselves to propose rules,” DeVries says.

Unlike a coercive approach, where the teacher “regulates” children by telling them what to do, this cooperative approach encourages children to be self-regulating and helps them develop “autonomous morality,” DeVries says. Children also learn “perspective taking” from hearing others’ points of view, and learn to think about their relation to the group as a whole.

Teachers should involve students in determining rules and the consequences for breaking them, agrees Richard Curwin, coauthor of *Discipline with Dignity*. Teachers should ask, “What do we want the class to stand for?” he suggests. From students’ responses---“no hurt feelings,” for example---the class can derive rules, such as “no insults and put-downs”. Students are “more likely to follow their own rules,” Curwin says.

Teachers have many options for involving students in rule making, says H. Jerome Frielburg of the University of Houston. A teacher could post five or six rules, then ask students to develop them more fully and sign the poster. Or, a teacher could hold up a blank sheet of paper and say, “These are the rules of the classroom---our rules,” then work with the students to develop them. (Students’ rules will be “almost identical” to adults’ own list, he predicts.) Another alternative is for students to create a classroom Constitution or Magna Charta.

Coloroso holds a slightly different view. She believes teachers should uphold four classroom rules in the early grades: be on time; be prepared; do your assignments; and respect your own and others’ life space. On the other hand, students can help with setting “guidelines”---addressing issues such as where to sit, when to raise hands, and whether hats may be worn---because “the teacher doesn’t have a lot of investment in these,” Coloroso says.

### Logical Consequences

Teachers can also build students’ commitment to social responsibility by rejecting punishments in favor of “logical consequences” for misbehavior, experts say. The latter are closely related to the infraction and include an element of making restitution. Unlike punishments, which are intended to make children suffer, logical consequences give children who are at fault a sense of how to improve, and help them regain their dignity and self-respect, experts maintain.

For example, a logical consequence for a child who accidentally breaks an object at a museum while on a field trip might be to replace the object, apologize to the museum, and write a letter to his teacher explaining how he will handle his hands and feet on future field trips, Coloroso suggests.

Although a consequence may feel unpleasant, it teaches the child to make better choices, says Allen Mendler, coauthor of *Discipline With Dignity*. A punishment, such as putting a child in “time out” for five minutes, is “just a sentence,” he says. The teacher should ask the child in “time out” to come up with a plan for doing better in the future.

The same principle applies to older children. “I don’t believe in detention,” says Anne Wescott Dodd of Bates College in Lewiston, Maine. Instead, students should be required to spend time doing homework or discussing their disruptive behavior, she recommends. Students should use this time for problem solving---to consider what they could have done differently and how they can avoid the problem next time.

Some experts, like Alfie Kohn, believe consequences are merely disguised versions of punishments, and have the same negative effects on children. “To contrive some sort of

## Section VI: Activity 16

### Article (3)

conceptual link between the punishment and the crime may be satisfying to the adult, but in most cases it probably makes very little difference to the child," Kohn writes in *Beyond Discipline*. "The child's (understandable) anger and desire to retaliate come from the fact that someone is deliberately making her suffer."

Many other experts, however, see a genuine distinction between punishments and consequences. According to Nancy Martin of the University of Texas at San Antonio, punishments make children feel worse, foster resentment and anger, and don't teach children what to do. Consequences, by contrast, don't attack the child; they help the child feel "I'm not a bad person"; and they have a teaching component. Consequences help produce a "win-win situation," Martin says.

Whether consequences are a form of punishment is not the only area of disagreement among experts, however. Some experts challenge the premise that punishment is always counterproductive.

Punishments *do* have a place in the classroom, believes Edmund Emmer of the University of Texas at Austin. Despite teachers' efforts to prevent problems, students will still engage in some inappropriate behaviors---infringing on others' rights, for example---that call for punishment "to stop the situation from becoming intolerable." (He recommends taking away a privilege, rather than inflicting something unpleasant on the student.)

But Emmer also cautions educators against a tendency to overuse punishment, rather than considering ways to restructure the classroom. If teachers rely on punishment, they "lose the positive aspect of classroom management," he says.

### When Students Misbehave

Perhaps the biggest classroom-management challenge teachers face is deciding how to respond when a student breaks the rules.

The most important thing, says Robert Weiner, assistant superintendent for curriculum for the Manalapan-Englishtown (N.J.) Regional Schools, is for teachers to be consistent, so they will have credibility. If consequences for misbehavior have been spelled out, "always follow through," he says. "That works miracles."

DeSisto agrees that consequences should be applied consistently. But teachers should let children choose, by saying (for example): "Bill, you can work on the assignment or go to 'time out'. You decide." If the student is "into power," he is less likely to get angry and "escalate" the situation, because he has been given a choice.

Teachers sometimes fall into traps because they think they must wrest control from disruptive students, DeSisto says. In these situations, teachers should "disengage". They need to find a graceful exit from the conflict and deal with it later, on their own terms. Often, if teachers impose consequences when feelings are at fever pitch, the conflict just escalates, he says. "Teachers need to model that we don't solve problems when we're angry."

For minor off-task behavior, teachers can use prompting---such as eye contact, a friendly touch, or walking closer---to give the student a chance to say "oops" and change her behavior, Riner says. If the student does "self-correct", the teacher should thank her.

If the student is "red in the face, with smoke coming out of his ears," however, the situation has reached the "challenge state", Emmer says---a high-stakes, public confrontation. Teachers dread that," he notes. "Their credibility is on the line." Teachers need to defuse such situations and avoid a power struggle, he says. The teacher could suggest that the student cool off (or, she might have to remove the student from the classroom for a while). Later, the teacher should speak with the student privately and "be clear about what's acceptable."

When interventions are necessary, Mendler says, teachers should discipline in private, in a nonthreatening way. They should get close to the student, make eye contact, and whisper. Let the student know the behavior is unacceptable, he says, but also suggest a way to improve. The



## Section VI: Activity 16

### Article (4)

teacher might say, for example, "I'd like to get you to stop without embarrassing you in front of the class. What are some gestures I could use to help you remind yourself?"

Often, a student can *tell* the teacher how he should behave, but he doesn't know how to *do* it, Curwin notes. Teachers settle for "naming" of the appropriate behavior, then get disgusted when the student misbehaves again. Teachers may need to teach disruptive students skills they lack, he says. Students may need to practice "expressing anger without hitting," for example.

#### Avoiding Rigidity

One common response to misbehavior, the so-called accounting approach where teachers put check marks by students' names or drop marbles into a jar to tally their infractions, is criticized by some experts. Mandler faults this approach because it doesn't teach responsibility. Moreover, if the system is too predictable, a student might think: Consequences 1 through 4---who cares? "You can undermine your own system if you're that exacting and specific," he warns.

Other experts also warn against rigidity and even question the "be consistent" advice. Sometimes teachers get "locked into logical consequences," Coloroso says. A teacher needs to use his "head, heart, and intuition" in determining how to handle student infractions, she believes.

"Teachers have rules, but there are 101 reasons for being late to class," Dodd says. "Was the student threatened by a bully and hiding in the bathroom?" Teachers need to find out why a student broke the rules, then decide their response.

"Never assume; talk to kids," Dodd says. Ask, "Why was your paper late?" "Why didn't you take a makeup test?" Have students write explanations, she suggests. In explaining why they didn't do a reading assignment, students will often say, "I'll read it by (date)," without prompting from the teacher. "When kids don't live up to your expectations, don't treat it as a crime but as a problem to be solved," Dodd says. "The search for solutions begins with getting more information, often from the students."

Teachers should not overreact, Dodd adds. If a student uses profanity, for example, the teacher should ask her, "If you had a job and said that in front of a customer, what would happen?" Most likely, the student will say she'd be fired. Then the teacher could say, "Well, this classroom is like a workplace---we have standards for language." By taking this low-key approach, "you haven't made a big deal out of it, but you've made your point," Dodd says.

#### Reaching Repeat Offenders

It's a truism among educators that a small minority of students cause the vast majority of classroom disruptions. What can teachers do about students who are repeat offenders?

Teachers may have to devise ways to "insulate" classroom activities from some students' destructive behaviors, Emmer says---by individualizing, for example. Beyond that, he emphasizes that with a child who's very disruptive, "don't try to solve the problem on your own!" Refer the child to a counselor or school psychologist. And address the problem as quickly as you can: "Don't wait till you're at your wits' end and trapped in a cycle of hostility," he cautions.

When dealing with a student who's a challenge, "prepare yourself," says DeSisto. Develop a strategy, so you're working from a plan. To address the problems posed by "tough customers," educators need to work as a group, he says. "Everyone needs to be on the same page, so the child gets a consistent message" from adults.

Realize that repeat offenders "will press your buttons," says Mandler. "You'll carry anger and resentment toward them because they make teaching difficult." Teachers should try preventive strategies, he suggests, such as welcoming the student each day or elevating the student's status by making comments such as "Sam's really good at that."

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### Article (5)

Like all people, disruptive students want dignity and respect, Mendler says. If a teacher undermines that, she will turn students off, and they'll "come back after" her, he warns. "This could happen with some regularity with kids who are difficult."

Mendler proposes four goals for avoiding power struggles. Teachers should ask themselves: Can I find a response that (1) preserves the student's dignity?; (2) doesn't make me look like a milquetoast?; (3) keeps the student in class?; and (4) models a good way of resolving conflict? Teachers talk about conflict resolution skills---and moments when they themselves are "being aggressed against" provide opportunities to "walk the talk".

#### An Engaging Curriculum

Experts agree that classroom management is much easier when students find the curriculum engaging and relevant.

"If you're giving kids interesting work, that takes care of a lot of discipline problems in and of itself," Weiner says. Enjoyable and relevant work is "a great management technique." The more students can control their own activities, the more ownership they feel, the fewer discipline problems will arise, he adds.

"What you teach has to be exciting; that's a fundamental concept," says Sandy McNiven, who teaches 4th grade at Fort River Elementary School in Amherst, Mass. If lessons are hands-on---if students have opportunities to do, make, create, share, talk---then discipline problems will be fewer, he says.

Mendler adds a caveat, however. "Kids need to develop frustration tolerance," he maintains, and not every moment of the school day can be "fun and stimulating." Acquiring the language of a subject, for example, is not exciting. "Teachers run the risk of going overboard," he believes, if they continually adjust the system, rather than expecting youngsters to learn impulse control and delayed gratification. The need to adapt should be "shared" by teacher and students, he says.

#### Breaking Taboos

Too often, teachers take a "Lone Ranger" approach to classroom management, experts say. "Discipline is sort of a taboo subject," DeSisto says. "Teachers don't collaborate on it." Instead, teachers should be helping each other---by observing and videotaping one another's classrooms, for example. "We all could benefit from other people's feedback," he points out.

Historically, teachers did not receive training in classroom management, Martin says. Teachers learned on the job. As a result, they have tended to perpetuate the same practices, which are not necessarily the best ones.

Educators who want to find better alternatives to control and compliance need to consider the social curriculum, says Bruce Smith of Henderson State University in Arkadelphia, Ark. What effects do educators have on children's behavior and values, he wonders, when they teach children to be competitive, exclude children who are different, imply that authority shouldn't be questioned, and tell children to behave responsibly so as to avoid punishment? We need to think deeply about this," he urges.

"We get lost in the idea of the perfect classroom with no misbehavior," Smith says. "I don't think that should be the goal." More important than perfect orderliness, he believes, are values such as compassion, charity, and empathy. Adults tend to return kindness, he notes. "Kids do that, too."

"Being kind and compassionate won't get rid of behavior problems," Smith acknowledges, "but that's the way we should approach life."



## Section VI: Activity 16

### Article (6)

#### OPTIONAL READING

##### The Principal's Role

By their actions, principals can help or hinder classroom management. Principals need to give new teachers support by assigning them mentor teachers and providing them training in classroom management before the year begins, advises Edmund Emmer of the University of Texas at Austin. Principals also need to supervise struggling teachers, he says, and work with the staff as a whole to develop "a schoolwide sense of community" and "an atmosphere of respect."

Classroom management "has to be discussed openly and up front" with staff members and parents, says Durinda Yates, principal of White Oak Middle School in Silver Spring, Md. "Don't assume others share your expectations." Principals need to convey that the teacher's role in "behavior management and discipline" is as important as her role in academics, she says.

Principals also need to help set "schoolwide parameters" so children are not sent mixed messages, Yates says. Teachers can undermine each other and confuse children if "it's okay to run by Ms. Ward but not Ms. Katz," for example. Such inconsistency "makes a bad guy out of the teacher who's addressing the issue, when the other teacher really is at fault," Yates says.

Principals also need to collaborate with parents of problem students, Yates says. She says to parents, "Let's work as partners"---let's help each other by upholding common expectations. Parents "really buy into that," she has found because they hear support for their child; the school is not trying to make their child "the bad guy." This collaborative approach takes a lot of time initially, but it's like an investment. What happens is, the problems diminish," Yates reports.

Principals can spearhead development of a schoolwide code of conduct, suggests Pete DeSisto of the Cooperative Discipline Foundation. The code should state five or six rules in positive terms, he recommends. The rules should address big issues, such as safety, the classroom environment, respect, and responsibility. For example, a rule might be, "I will treat people and property with respect." (Being overly specific gives kids "wiggle room" to evade responsibility, DeSisto cautions.) Educators should teach students what the code means, and make the code part of the school's daily life by having students recite it and by putting it on school stationery, for example. A code of conduct represents "the school standing for something," he says. "It pulls the school together."

## Section VI: Activity 16

### Article (7)

#### OPTIONAL READING

##### Resolving Conflict

Teachers can use conflict resolution techniques as an alternative to punishment, says Barbara Porro, author of *Talk It Out: Conflict Resolution in the Elementary Classroom*, who taught for 14 years before becoming an education consultant. "When you have a problem with a student's behavior, you don't need to be punitive," she says. "You need to find a solution."

Porro recommends following a six-step process for resolving teacher-student conflicts. (Students can use the same process to resolve conflicts with their peers.) The process needs to be "simple enough that we remember it when we feel like strangling the kid," Porro says.

The first thing teachers need to do when a conflict with a student arises is to "cool off" before responding in a knee-jerk way, Porro advises. When calm enough, the teacher should sit down with the student (privately) and explain why the student's behavior is unacceptable, using an "I statement" such as, "I find it difficult to teach when you get out of your seat and walk around the room." The teacher should use nonjudgmental language so as not to put the student on the defensive.

Then the teacher should ask the student, "What's going on for you?" and really listen to what the student says. ("We hardly ever do this when disciplining," Porro notes.) The student might respond with a litany of reasons why he needs to leave his seat: to sharpen his pencil, to go to the bathroom, to get a drink, to get art supplies, to ask someone a question, and so on.

At this point in the process, the teacher should restate the problem in terms of what both parties need: "What can we do so that you get the things you need without walking around and disturbing the rest of us?" Casting the problem in nonblaming terms sends the message: "We're on the same side---it's not me against you; it's us against the problem."

Next, the teacher and the student should brainstorm as many possible solutions as they can. Then, after discussing the alternatives, they should choose the idea(s) they both like the best. In this case, they might decide that the student can make one emergency visit to his cubby and to the bathroom, drink included, each day.

Last, the teacher and student should make a concrete plan to help ensure that the chosen idea will work. For example, the student could make a reminder sign and tape it to his desk. The teacher should also establish a backup plan or consequence that lets the child know what will happen if the plan fails and the problem recurs. The teacher might say, "If you forget our plan and get out of your seat tomorrow, I want you to take your work next door."

Although she advises against using punishment, Porro does endorse using logical consequences "when children are not able or willing to take responsibility for solving their problems." Students must know the limits of acceptable behavior, she says, and they must realize that, if necessary, the teacher is prepared to take control. Otherwise, the system has no "teeth". Unless the teacher can maintain a safe and respectful environment, Porro emphasizes, the classroom can easily become a "torture chamber" for everyone.

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## Section VI: Activity 16

### Article (8)

#### OPTIONAL READING

#### Starting The Year Right

According to conventional wisdom, a teacher's actions during the first few days of the school year are critical to successful classroom management. Experts agree that getting off to a good start is vital. So what should teachers do---and not do---during those all-important first days of school?

Teachers should start the year by helping students develop good habits, says Edmund Emmer of the University of Texas at Austin. Children need to *learn* appropriate behavior, he emphasizes. Students don't necessarily know how they should behave in a given classroom. Therefore, the teacher needs to communicate that information directly, in a friendly way.

Pete DeSisto of the Cooperative Discipline Foundation offers similar advice. Teachers often assume that students know how to behave, DeSisto says. "This is a deadly mistake. Teachers should assume that students dropped in from Mars."

During the first few days of school, teachers should work with students to develop classroom rules and consequences for breaking them, DeSisto advises. They should also teach classroom procedures---how to line up to go to lunch, for example---and have students practice the procedures "until they realize you're serious."

Establishing classroom procedures is vital, agrees Harry Wong, coauthor of *The First Days of School*. When teachers begin the year with fun activities, their classes "break apart," Wong says. "You don't start with fun and games," he insists. "You start with organization."

Teachers should establish procedures to govern daily classroom operations, such as taking role, sharpening pencils, and exchanging papers, Wong says. Other procedures might govern what students should do if they are tardy or absent. Yet another procedure might be, "When you come into the classroom, sit down promptly and start working."

These procedures must be taught and rehearsed, Wong says. At elementary school, teachers should take "much of the first week" to teach procedures, he advises. At high school, teachers might need to spend only a day or two. Teachers also need to review procedures with students from time to time, especially after long breaks, he says.

Wong prefers procedures to rules. Procedures are "nonconfrontational," he says, whereas "a rule is a dare to be broken." (Rules also imply punishment.) If students don't follow a procedure, they should be required to practice it, Wong says. A teacher might ask a transgressing student, "Now, what is the procedure, George? Show me."

When a teacher established classroom procedures at the beginning of the school year, students perceive that "this teacher knows what he or she is doing," and they will respect the teacher's authority, Wong says. Students actually want procedures, he adds, because procedures give them a sense of security---of knowing what's going to happen.

Besides establishing procedures, teachers need to develop a discipline plan, Wong says. "There are lots of them out there," he notes, ranging from authoritarian to "loose and liberal". Teachers should study some of these plans, he urges. They should also ask their colleagues with well-run classrooms to share their discipline plans. Then, teachers should "sit down and construct their own plan," remembering that the goal is to develop good habits. "You can't discipline students after they leave your classroom," he points out.

#### Creating a Community

Other experts in classroom management emphasize the importance of creating a spirit of community in the classroom.

Teachers should strive to create "a strong, cohesive, team feeling" among members of the class, says Barbara Porro, author of *Talk It Out: Conflict Resolution in the Elementary Classroom*. Teachers should foster the attitude: "We're all in this together."

## Section VI: Activity 16

### Article (9)

At the beginning of the year, teachers should create a sense of community "so students feel related rather than isolated," agrees Aflie Kohn, author of *Beyond Discipline*. Teachers can create this spirit by having students work together on projects and by involving students in group decisions, for example. This community-building approach is "far more likely to help kids grow into responsible learners than the traditional classroom management beginning, which emphasizes getting the classroom under control," Kohn believes.

At the beginning of the year, teachers need to "build a trusting relationship" with students, says Richard Curwin, coauthor of *Discipline With Dignity*. Students need to feel that the teacher will be on their side, and that effort will be the main determinant of success, he says. Teachers should also show students what the curriculum will mean to them. "Sell yourself and the curriculum, and make the kids feel they'll be successful," he recommends.

"That first day is critical---it sets the tone for the whole year," says Anne Wescott Dodd of Bates College in Lewiston, Maine. To convey "I'm in charge" on the first day, a teacher should be "incredibly well organized" and set forth clear expectations and policies. "Be strong but not like a drill sergeant," Dodd advises. For example, when students are talking inappropriately, "deal with it, don't let it go by," she says. Inexperienced teachers will ignore such behavior in hopes that it will go away. "It doesn't; it gets worse," Dodd says.

Teachers should concentrate on preventing behavior problems, recommends H. Jerome Frielburg of the University of Houston, coauthor of *Universal Teaching Strategies*. The need to discipline students indicates "a breakdown of the preventive system," he says. Good prevention procedures include providing students with something engaging to do when they enter the classroom, and being consistent in response to student infractions. "There needs to be predictability," Frielberg says.

Durinda Yates, principal of White Oak Middle School in Silver Spring, Md., advises teachers to "do a lot of one-on-one" with students early in the year. "Get to know that child---let him feel you're on his side," she says. She also suggests that teachers phone parents and say, "I saw good citizenship when your child did..." This positive feedback sets an upbeat tone and "opens doors" with parents, Yates says.

#### Don't Smile Till When?

Not too surprisingly, the classic classroom-management advice to new teachers---"Don't smile till Christmas"---is soundly rejected by experts.

"That's terrible advice!" says Emmer. "We want kids to see the teacher as a positive influence, not someone to be avoided," he says. Rather than trying to inspire fear, teachers should set expectations, then follow through on them consistently. "Teachers need to smile much more than frown," Emmer says.

The "don't smile" advice is misguided, agrees Curwin, who rejects the notion that teachers should be "tough enough so students fall in line." Instead, teachers should be "human" and show a range of emotions. "If you don't smile till Christmas, students won't either," he warns. And if teachers pretend to have a tough attitude, students will see through it and "eat you alive", he adds.

According to Allen Mendler, coauthor of *Discipline With Dignity*, the only grain of truth in the classic advice lies in the importance of the teacher's being authoritative, "but there are ways to be authoritative and friendly at the same time," he says.

Barbara Coloroso, author of *Kids Are Worth It!*, believes the "don't smile" advice reflects the "false dichotomy" that a teacher must be either "the Gestapo" or a pal. "I give every kid a smile, hug, and humor every day," she says. "Would you like your administrator to not smile till Christmas?"

Sandy McNiven, who teaches 4th grade at Fort River Elementary School in Amherst, Mass., also rejects the notion that teachers should "Start hard, end up easy." His own advice to new teachers? "Start consistent and stay consistent."

## SECTION VI: ACTIVITY 17

TIME	PURPOSE	SETTING	MATERIALS
60 minutes	<ul style="list-style-type: none"> <li>To examine alternative classroom management strategies</li> <li>To compare and contrast traditional and student-centered strategies</li> </ul>	Small group Whole group	Article, "Managing Today's Classroom, Finding Alternatives to Control and Compliance" Fishbone activity forms Chart paper Masking tape Venn diagram transparency

### Prior reading

Management article

All participants are to have thoroughly read "Managing Today's Classroom, Finding Alternatives to Control and Compliance" prior to this session.

### Describe activity

Fishbone diagrams

Tell participants that they will be using the information contained in their prior reading to complete this activity. Distribute a copy of the Traditional Classroom Management fishbone and the Student-Centered Classroom Management fishbone to each participant. Have them work in small groups (2-4) to complete both fishbone diagrams using information from the reading.

### Facilitate activity

As groups work, have them focus on summarizing information from the reading in graphic form. Be less concerned about putting information in the "right place."

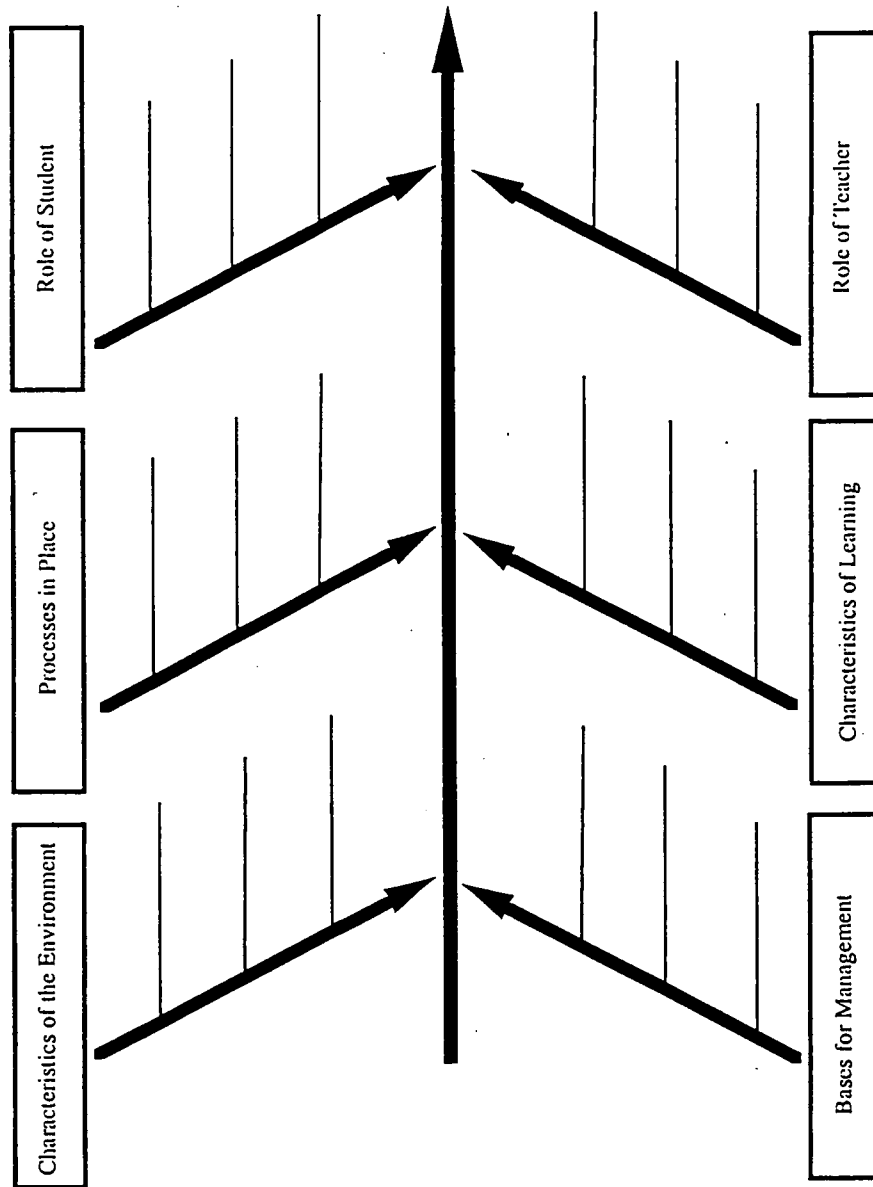
### Guide examination of strategies

Large fishbones on chart paper  
 Venn diagram on overhead

After small group work is complete, have one group draw their traditional fishbone on a chart and another group draw the student-centered one. Have other groups add to each until all comments are represented on the charts. Lead a discussion by asking what points of similarity are represented and where major differences occur. Use the Venn diagram on an overhead to sketch out similarities and differences as they are discussed.

## Section VI: Activity 17 Handout (1)

# Student Centered Classroom Management



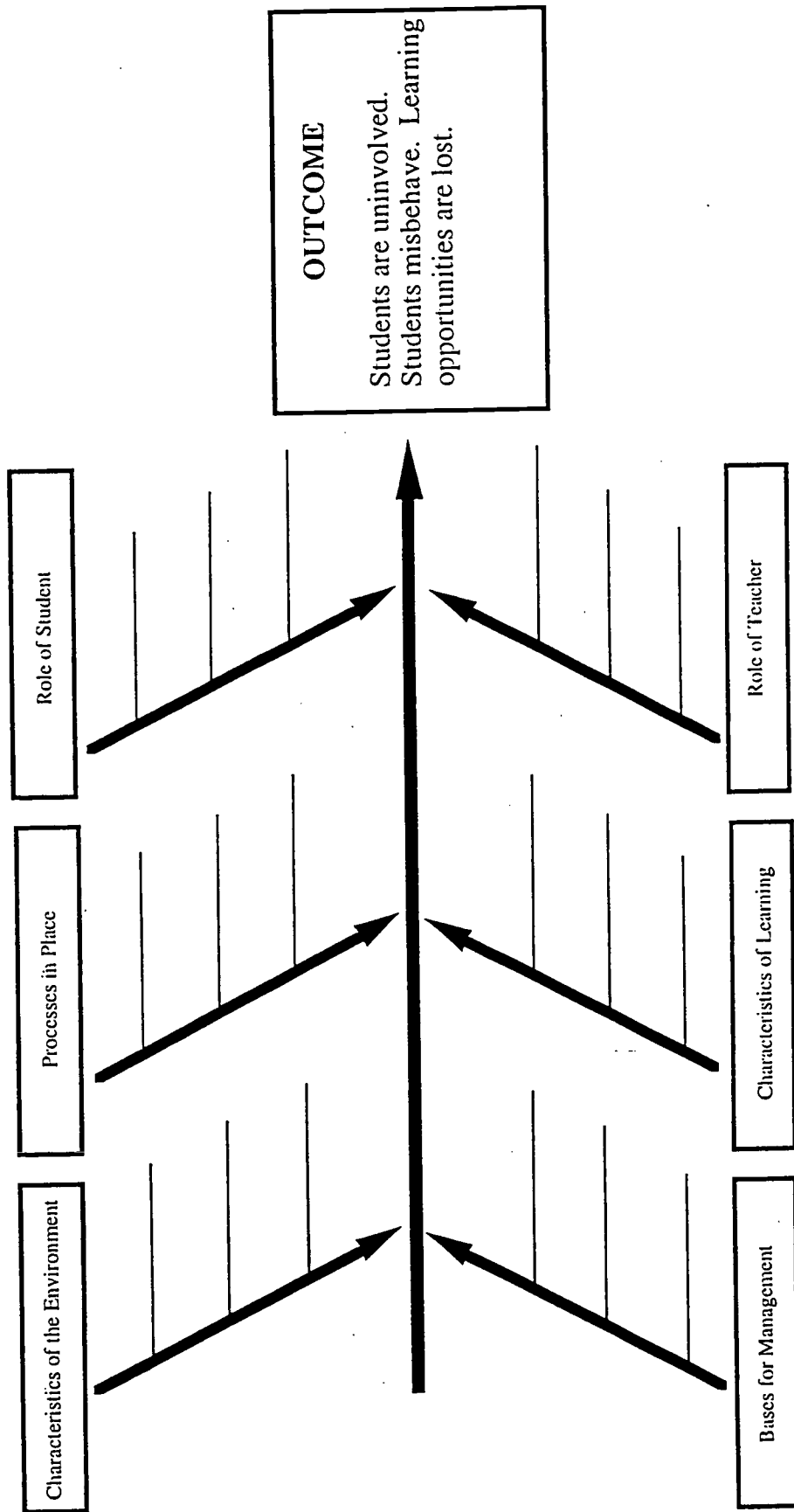
### OUTCOME

Students are socially responsible and involved self-directed learners. Learning opportunities and achievement increases.



## Section VI: Activity 17 Handout (2)

### Traditional Classroom Management

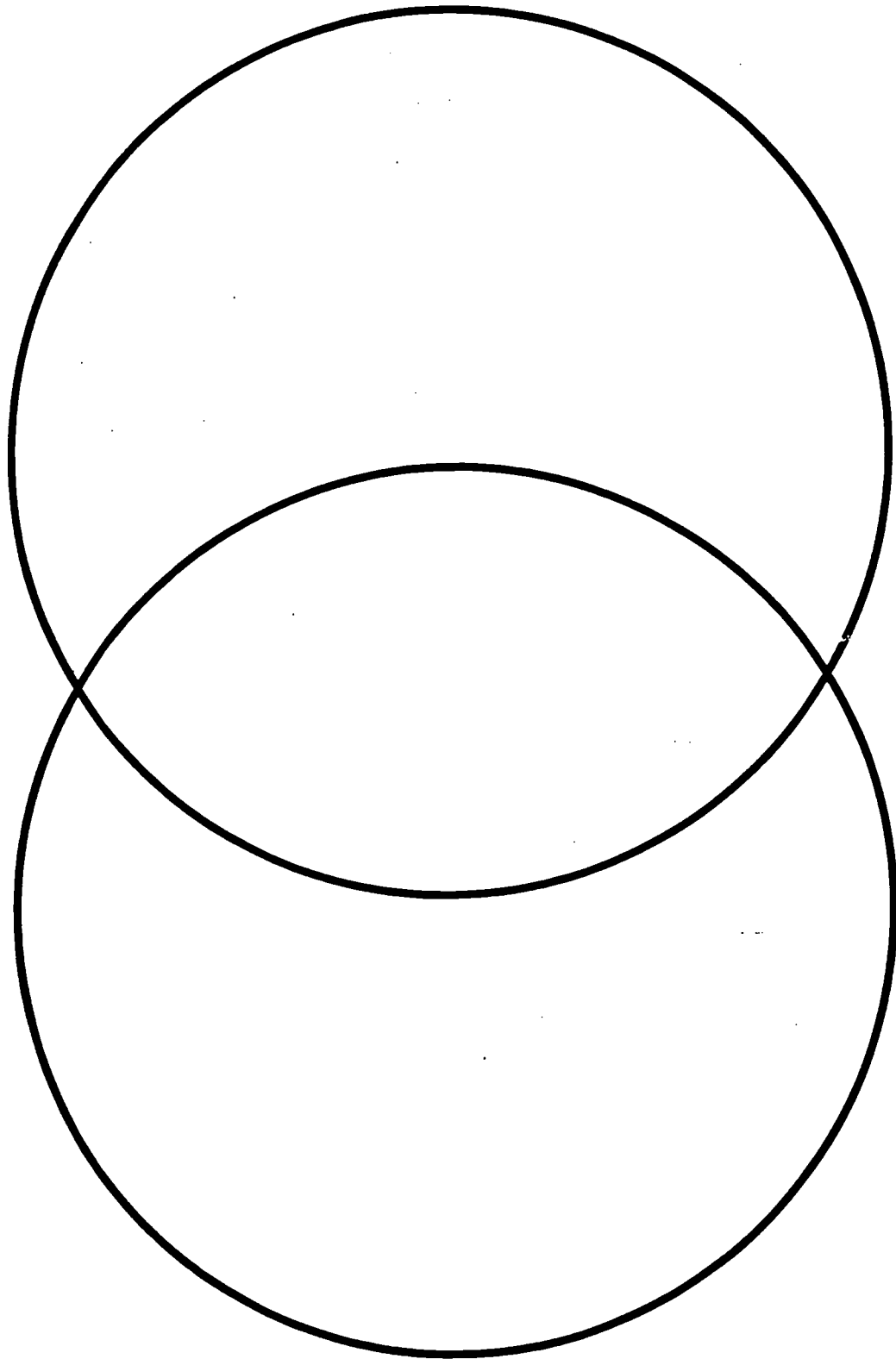


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Section VI: Activity 17  
Transparency





## SECTION VI: ACTIVITY 18

TIME	PURPOSE	SETTING	MATERIALS
90 minutes	<ul style="list-style-type: none"> <li>To acquire additional strategies in student-centered classroom management</li> <li>To devise a plan for implementing new strategies</li> </ul>	Small group Whole group	Strategy plans and ancillary materials Highlighters Sign-up sheet

### Introduce the task

Strategy plans with ancillary materials, one plan for each group

Explain to participants that they will be forming small groups and that each group will become experts on a particular student-centered strategy. Oversee the formation of four groups and distribute a different strategy plan (with ancillary material for strategies 2, 3, and 4) to each group. Explain that their job is to read and process their strategy to such an extent that they become experts and are prepared to teach the other three groups.

### Provide support as needed

Circulate as groups work assisting as needed. Make clear the expectation that all members of the group will participate.

### Guide expert group presentations

Copies of strategy plans for each participant  
Highlighters

After small groups have completed their work, have one group volunteer to begin teaching their strategy to the others. Distribute copies of each strategy to the entire group at the beginning of each presentation. Guide the sharing suggesting that listeners may want to make notes in margins or use highlighters to mark materials as they are discussed.

### Secure a commitment

Classroom management strategies sign-up sheet

Close by asking each participant to commit to implementing one new strategy before returning for the next session. Ask them to pair up with a critical friend who can assist in the implementation, observe and provide feedback, or be a collaborative planning partner. Record what pairs of participants will engage in what activities on the sign-up sheet.

## Section VI: Activity 18

### Handout (1)

#### STRATEGY 1: TEACHING APPROPRIATE BEHAVIORS

##### Description

Help students learn alternative strategies to the current behaviors in which they now engage by teaching anger management, decision making, problem solving, goal setting, and conflict resolution. Pair up with a guidance counselor or social worker to teach these valuable life skills. Self-management skills can be integrated into math, social studies and language arts curricular areas. The initial investment in time benefits learning throughout the year.

##### Plan

**Launch:** Introduce to students the idea that conflicts with others are a natural part of life, explaining that how we choose to handle those conflicts will often affect how we feel about that person and may determine how successful we are in life. Write "Rules of the Ring" on the board and ask students to talk to their work partner to think of ideas that paint a picture of fair fighting and another of dirty fighting. To get them started tell them that the first rule of a fair fight is to attack the problem, not the person. Allow students a few minutes to brainstorm with one another.

**Explore:** Have partners share with the whole group characteristics of fair and dirty fighting as they are recorded on the board or on an overhead. (This can be done by the teacher or a student, depending on grade level.) They should generate a list similar to the following:

##### **Fair Fighting:**

Attacking the problem, not the person

Expressing thoughts & feelings

Being assertive & direct

Using "I" statements

Listening to each other

Being open-minded

Talking about the present issue

Trying to find a solution

##### **Dirty Fighting:**

More than 1 person talking at a time

Yelling, screaming

Abuse---physical, verbal

Name-calling, put-downs, hitting, cursing

Blaming, accusing, threatening

Bringing up past issues

Leaving, avoiding the problem

Ganging up, 2 against 1

Trying to win

If students miss some key points, ask questions such as, "How might it sound during a fair fight/dirty fight?"

**Summarize:** Have students congeal concepts in their mind by having them assume group responsibility for one of the following:

- group 1: designs and prepares a bulletin board appropriate for displaying "Rules of the Ring"
- group 2: prepares a "Fair Fighting" list and a "Dirty Fighting" list to be displayed on group 1's bulletin board
- group 3: plans a role play where a problem is addressed using dirty fighting
- group 4: plans a role play where a problem is addressed using fair fighting

**Extension:** Complete all activities planned in the summary portion of the lesson. Integrate into the language arts curriculum by having students write a personal narrative relating an experience where they were involved in either a fair fight or a dirty fight. Share select narratives with the class and discuss how a dirty fight could have been handled differently to make it a fair fight or what characteristics of a fair fight they heard as the story was read.

adapted from *Teenage Years*, Beverly Guhl, Fisher Publishing

## Section VI: Activity 18

### Handout (2)

#### STRATEGY 2: CONDUCTING CLASS MEETINGS

##### Description

Have class meetings throughout the year. These meetings have a business-like atmosphere and are similar in format to the beginning session where students decided on procedures for functioning as a community of learners. Post an agenda where students can write in topics of concern to be addressed. Set up ground rules (reasonable, relevant, respectful) and feel free to sign up yourself. Encourage and model open discussion and problem solving. After modeling leadership, have students sign up as facilitators, too!

##### Plan

**Launch:** Explain to students that in the corporate world, much important work is accomplished through meetings. Because your classroom is dedicated to the very worthy task of learning, it is a place where the best ways of accomplishing things should be used. Therefore, you would like to begin to conduct class meetings on a regular basis.

**Explore:** Describe for students a boardroom where important decisions are made about how a company will operate. Ask them to gather, probably in a circle, and make note of the business-like environment that is appropriate for a class meeting. After students have gathered, have them generate a list of characteristics that would describe "How We Do Business." As students develop these ground rules, be certain that they include these three ideas:

- reasonable- All comments and suggestions offered at a class meeting should be reasonable things to do to address a concern.
- relevant- All comments should be directly related to the topic under discussion.
- respectful- All suggestions and comments should show respect for others.

Next, have students explore roles that might be needed in a class meeting. Certainly, a facilitator, or leader will be needed. Also, a recorder will be necessary. The group may feel a need for other positions such as a timekeeper (for the meeting as a whole as well as to limit individual comments and allow others to speak); a materials person (to prepare the place and any materials; may be combined with the timekeeper); and possibly an encourager (to keep the meeting on track, checking for reasonable, relevant and respectful comments; and to encourage participation by all). A discussion of how these people will be chosen must take place (sign up; drawing a position card; or rotating through all class members).

Next, the class will need to decide how often meetings will be held and their duration. It would probably be helpful to brainstorm the types of things that class meetings would address. If a student suggests something questionable or a confidential matter, elicit from other students why that topic would be inappropriate or explain it yourself.

**Summarize:** Bring the meeting to a close by showing students an agenda sheet and deciding together where to post it in order for everyone to have an opportunity to add items of concern or discussion to the next agenda. Set a time and date for the next meeting and dismiss.

**Extend:** Prior to the next class meeting, write something on the agenda that you feel needs to be discussed such as, "I am concerned that we have a need to go down the hall to the rest room but Ms. Baker's class is being disturbed in the process." Model how to state a concern and engage in problem solving without blaming during the next class meeting.

## Section VI: Activity 18 Handout (3)

### Agenda for a Class Meeting

Next meeting date scheduled is \_\_\_\_\_

Name (optional)	Topic

## Section VI: Activity 18

### Handout (4)

#### STRATEGY 3: INCORPORATING SELF-MONITORING

##### Description

Encourage students to complete self-monitoring progress reports that address both work and behavior and go home to parents. Have students select from choices indicating whether their work has represented their best effort sometimes, always or not often during the past week, for example. Another item might state the degree to which a student's behavior has contributed to learning. Have a class meeting to consider what items need to be included in this report. Discuss and agree on each rating together with each student. This will go very quickly once it is a routine procedure and students learn that they must be able to supply examples to justify their ratings.

##### Plan

**Launch:** Write "individual responsibility" as an agenda item for a class meeting. During the meeting, explain that one of your goals is to assist students in becoming responsible members of the school community and responsible learners. Explain that communicating with parents is another area of interest for you and that you would like to work with students to develop a system for doing both.

**Explore:** Have students make suggestions about how to describe the things that they should routinely do in their role as worker and learner. Have a recorder make a rough draft of the piece which you may choose to refine later. Refer to the attached example as needed.

**Summarize:** Present the students with your rough draft document and ask for their input before it is finalized. Have students give examples of what an "always, sometimes and not often" would look like in the classroom. Do this for all of the agreed upon items. Let students know when they will begin the self-monitoring process.

**Extend:** Meet briefly with each student at the end of each self-monitoring period (the length of which will be dependent upon grade level). Quickly review the student's evaluation. Change any items that you definitely disagree with. Ask the student to justify any ratings that you find questionable. Change items as needed.

**Note:** Students will improve in their ability to self-assess, in the honesty of their assessments and in their knowledge of the level of expectations in your class as they gain experience, meaning that you will have to review their ratings in less depth and change their ratings less frequently. Parents value their children's ratings and your effort to communicate positives and negatives about work and behavior regularly. Your amount of involvement (and time) will decrease as the weeks go by. However, consistency is a must. You will want to write a cover letter to accompany the first report that goes home explaining what this is, who is completing it, and when it will come home. If you tell parents they will be seeing one of these forms every other Friday, then they must have one in hand every other Friday throughout the year!

## Section VI: Activity 18

### Handout (5)

#### Self-Monitoring Progress Report

Name: \_\_\_\_\_ For the period ending: \_\_\_\_\_

I do my homework and turn it in on time.

Always

Sometimes

Not often

My homework represents my best effort and is quality work.

Always

Sometimes

Not often

I complete my class work and turn it in on time.

Always

Sometimes

Not often

My class work represents my best effort and is quality work.

Always

Sometimes

Not often

I listen when others are talking.

Always

Sometimes

Not often

I concentrate on learning and let those around me do the same.

Always

Sometimes

Not often

I move around the classroom and the school only when it is a necessary part of learning.

Always

Sometimes

Not often

When I move about at school, I do so in a quiet and polite manner so that others may concentrate.

Always

Sometimes

Not often

When I work in a group, I do my fair share of the work.

Always

Sometimes

Not often

When I work in a group, I contribute comments that are positive and relate to the work we are doing.

Always

Sometimes

Not often

Student comments:

Teacher comments:

Parent comments:

Parent signature: \_\_\_\_\_

## Section VI: Activity 18

### Handout (6)

#### STRATEGY 4: LEARNING ABOUT SYNERGY

##### Description

Early in the year, use the idea of synergy to help students learn the benefits of functioning as an interdependent community. Explain that when two or more people work together towards a common goal, the result is greater than just the work of one person plus the work of the other.

##### Plan

**Launch:** Begin by writing the word “synergy” on the board and asking students to make educated guesses as to what it might mean. Explain that synergy is what results when two or more people work together towards a common end, such as a goal, or a solution to a problem. Give an example of two students working separately looking at an arrangement of numbers and trying to find patterns or two students working together looking for patterns. Tell how the number and variety of patterns that the two students come up with when working together is much richer than what each student could do alone---that in talking about a particular pattern that he sees, the first student may trigger the second student to see something he hadn’t noticed before. Explain that this is why groups of people working together are able to produce great results, because of the synergy of the group.

Use the accompanying Patterns Galore math activity to highlight the point that two students working together are able to produce better results than merely adding the work of student 1 to the work of student 2 if they complete it individually. Distribute the Patterns Galore sheet and explain that math is largely a study of patterns and relations. Ask each student to individually look for patterns within the numbers on this sheet and to make note of those found. Next, have students work in two’s or three’s again examining the numbers and making note of patterns discovered. Lead a discussion by asking students under what conditions they were able to find more patterns. Emphasize the importance of listening to others in the group as a means of spurring extended thinking of an individual.

**Explore:** Guide a discussion by asking where Batman would be without Robin, or what Lucy would be without Ethel, or how it would be to have just one Teenage Mutant Ninja Turtle. Point out that synergy is present both as a positive force and as a negative force. Give an example of a gang as negative synergy and a school band as positive synergy. Ask students to talk in groups of four or fewer with one person serving as the recorder. Have them list groups which use synergy in a positive way and groups that have negative synergistic effects. Ask each group to record their lists on an overhead transparency and to write a statement at the bottom to summarize the differences between the groups on the two lists.

**Summarize:** Have groups share their lists and their summary statements. Ask each group to spend two minutes discussing how synergy can be used as a valuable tool in the classroom. Have each group share as a class recorder writes comments on chart paper.

**Extend:** Post the chart paper and refer to the benefits of synergy several times during the next few weeks. In math class, refer back to the patterns problem to complete a more thorough examination of the patterns contained within the simple block design. As you group students for instruction, point out that “Together we are better than each one of us individually.” Stress interdependence.

adapted from *Future Force*, McClanahan & Wicks, PACT Publishing



Section VI: Activity 18  
Handout (7)

## Patterns Galore

2	4	6	8	10
3	6	9	12	15
4	8	12	16	20
5	10	15	20	25
6	12	18	24	30



## Section VI: Activity 18

### Handout (8)

## Classroom Management Strategies Sign-Up

[illegible]

## EVALUATION FORM

Title of Presentation:

Presenter(s):

Date:

Location:

Participant's Position: \_\_\_\_\_

School: \_\_\_\_\_

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### Part I

1. What was the most useful part of this session?
2. What did you learn from this session?
3. How will this help you in your position?

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### Part II

Please indicate your opinion of this session by checking the appropriate column according to the scale below:

SA=Strongly Agree      A=Agree      D=Disagree      SD=Strongly Disagree

Statement	SA	A	D	SD
1. The purpose/objectives of the session were clear.				
2. The presentation increased my knowledge of the content.				
3. The presentation was organized effectively.				
4. Activities were appropriate to my needs.				
5. The presenter(s) encouraged and allowed time for questions.				
6. As an overall evaluation of this session, I consider it worthwhile.				

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### Part III Additional Comments/Suggestions

## PROFESSIONAL DEVELOPMENT EVALUATION

Title of Presentation: \_\_\_\_\_

Objective(s)/Purpose(s): \_\_\_\_\_

Presenter: \_\_\_\_\_ Location: \_\_\_\_\_

Participant's Position: \_\_\_\_\_ School: \_\_\_\_\_

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### Part I

1. What was the most useful part of this activity? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What was the least useful part of this activity? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What did you learn from this activity? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How will this help you in your position? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Why are you attending this professional development? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## Part II

Please evaluate the activity by checking the appropriate column according to the scale below.

SA = Strongly Agree

A - Agree

D = Disagree

SD = Strongly Disagree

Statement	SA	A	D	SD
1. The purpose(s)/objective(s) of the activity were clear.				
2. The activity increased my knowledge of the content area.				
3. The activity was organized effectively.				
4. Questions were allowed and encouraged.				

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## Part III

1. In order to meet your needs, what is the first follow-up that should be offered?

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2. Comments/Suggestions:

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